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AUTHOR	Liston, Walter
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ABSTRACT

Para-professional personnel were recruited from various child-care agencies in the New Orleans area to participate in a training program. Questionnaires were used in selecting trainees. After the needs of the trainees were identified, trainees were selected who had the appropriate skills to deal successfully with these para-professional needs. The training staff developed curriculum inputs to be presented to the para-professionals. The inputs were developed and tested for relevancy. Objective tests were administered to the para-professionals to obtain a description of the population. The findings were valuable in assisting training staff to prepare relevant curriculum units. Also, posttesting was done to determine whether there were significant attitudinal changes resulting from the training program. Two pilot projects emerged from the training program. One served as an agent to help divert young people away from the courts and correctional institutions. The other emphasized the understanding of Spanish speaking culture and language. (Author)

ED 066700

EVALUATION REPORT

OF

FORMAT FOR DEVELOPMENT OF IN-SERVICE TRAINING

FOR CHILD SERVING SUB-PROFESSIONALS

DEPARTMENT OF WELFARE, CITY OF NEW ORLEANS

Project #75-P-30020/6-01

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June 30, 1972

Walter Liston, Evaluator

Walter Liston

CG 007 537

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FORMAT FOR DEVELOPMENT OF IN-SERVICE TRAINING FOR CHILD-SERVING PARA-PROFESSIONALS

INTRODUCTION

There are many para-professional personnel employed by the numerous social service agencies in the New Orleans area. Despite the fact that these individuals lack professional training, they are given considerable responsibility in dealing directly with children. Many professional people have seen a need for continuous training for themselves and for the para-professionals. Also, there is an obvious need to identify children with problems before they become officially involved as clients of the more formal social service agencies (i.e., Welfare Department, Juvenile Court, etc.).

The need for an in-service training program has been recognized by practically every agency working with children in Orleans Parish. According to the City Welfare Department, there has been no single agency with sufficient resources to meet the need.

The Department of Welfare of the City of New Orleans, under the direction of Mildred Fossier, MSCW, formulated a plan for the development and implementation of a "continuous inter-agency in-service training program for sub-professional personnel engaged in providing services to children in New Orleans."[1] This program was developed and coordinated through the efforts of Mrs. Dolores T. Aaron, M.A., Project Coordinator.

Briefly, the purposes and objectives of the project were:

"1. The development of a curriculum content which may be enlarged and used in on-going subsequent training of para-professional employees or volunteer personnel in these agencies.

2. The provision of line staff and volunteer personnel with sufficient knowledge and skills in management of behavior, identification and detection of pre-delinquent problem children and knowledge of appropriate resources for referrals."[2]

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[1]Project Proposal, page 1 of Narrative Description.

[2]Ibid, page 2.

The improvement of the lines of communication in and among agencies was a hoped-for by-product of the training offered in the program. (See App. H for participating agencies.)

A more detailed account of project aims and objectives may be found in the project proposal.*

Before the actual training program started, four months were spent in planning (the program). During this time, a curriculum content was developed. Briefly stated, an inter-agency, in-service program developed by the City Welfare Department of New Orleans, was implemented. Participating in the program were one hundred sixteen workers. These individuals, selected from the participating agencies, attended classes from June 30, 1971, to December 17, 1971. They were tested, trained and observed during this period. As mentioned, this training emphasized identification and detection of problem children and knowledge of appropriate resources for referrals.

The in-service training was divided into two phases. During Phase I, all participants met at one site for initial training. Common characteristics and interests were uncovered through group discussions, testing and interviews with the project coordinator. Using this information, these gatherings were broken down into smaller groups for the more intensive training of Phase II.

Dr. Walter Liston of Louisiana State University in New Orleans was hired as the Project Evaluator in order to fulfill the need for professional evaluation of the program from inception to conclusion.

The activities and functions of the Evaluator are presented in detailed fashion in the Agreement for Professional Services, a written contract developed by and between the Department of Welfare, City of New Orleans, and the Evaluator. Quoted from this agreement, the Evaluator's functions are stated thus:

> "1. The consultant agrees to provide an on-going evaluation of the proposed training programs, including the developmental phase.
>
> 2. The consultant agrees to consider utilizing the following assessment methods:
>
> a. Pre- and post-testing of trainees for assessment of attitudes and degree of knowledge.
> b. A formative evaluation to continuously improve curricula.

*Proposal, Department of Welfare - City of New Orleans, Format for Development of In-Service Training for Child Serving Sub-Professionals, April 14, 1970

c. A summative evaluation to determine reaching of project objectives."[3]

The Evaluator arranged the appropriate testing measures for seminars, lecture presentations, attitudinal and informational developments, etc., for the implementation of project purposes and objectives as developed by the Project Coordinator.

The Evaluator also used several standardized tests in the program for the purpose of providing a description of the population. This was done to assist the trainers in meeting the diverse needs of the participants. The data from the testing is presented in tabular form, accompanied by interpretative summaries in the Appendices. (See Appendices A and D, Tables I - XX; E, Tables I - VII.)

To indicate how the project was coordinated, the following information is included in this report:

a. Selection of participants and trainers

b. Curriculum inputs

c. Interpretations of objective test data

d. The pilot programs

e. The curriculum structure

f. Conclusions and recommendations growing out of the project.

On the pages that follow, including the next section on the selection of participants and trainers, the reader will find that this evaluation report is directed toward a consideration of the procedures and processes of the program. However, outcomes and products of the training sessions will also be included.

THE SELECTION OF PARTICIPANTS AND TRAINERS

The procedure employed for selecting trainees and trainers for this project (Format for Development of In-Service Training of Child-Serving Para-Professionals, FFDISTCSPP) was found to be adequate by the Evaluator. Because of the merit of the participant selection procedures developed and used in this project, the Evaluator has determined that a portrayal of

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[3]Agreement for Professional Services, page 1.

this procedure, as it can be used by others in similar projects, is most descriptive and usable. The Evaluator participated in the selection processes herein described by administering a questionnaire to the recruits and evaluating the findings. He also made on-site visitations to verify the implementation of the procedures described in the following narrative. Conferences with the project coordinator and various participating agency directors further certified the validity of the selection processes used in the program. (See Appendix F for a copy of the questionnaire used in this context.)

To begin the selection procedure, the project coordinator conferred with the staff personnel of the various agencies. The general purpose for these conferences was to decide upon the areas of training for the program.

Structurally, such conferences included:

(a) Requests to the Directors of the participating agencies to point up areas of obvious need.

(b) Use of survey instruments to determine priority needs for further education of agency personnel. The data collected from the surveys was instrumental in curriculum planning.

(c) Conferences with agency directors about agency goals and the expected levels of competence necessary for personnel to meet the goals.

(d) Research of the literature and an assessment of training resources in the community were undertaken. The Evaluator found that this action was instrumental in attaining contributions to the new program.

(e) Analyzation of findings and review of decisions for training was a necessary and needed function of the conferences.

In selecting participants, it proved wise to do so with the aim of obtaining trainers after participants were selected and the needs of the trainees identified.

This procedure was accomplished with the administration, scoring and interpretation of the survey instruments used in selecting the participants. The survey instruments used include items that allowed for the expression of interest and needs commensurate with the duties of trainees in the program. (See Appendix A, Tables I through III.)

Along with administration of the survey instruments, potential trainees assisted in their own training through early group interactions. Training goals, role definitions and idea sharing were important components of these discussions.

Although no structured criteria has been developed for trainee recruitment, it has been the experience of those who worked in this project that group size is a significant factor. The size of large groups should range from twenty to thirty-five participants and small groups should range in size from six to twelve. Planners of inter-agency programs should balance the number of recruits from each participating agency.

The Evaluator sees this "small group" technique as having two advantages: 1) Smaller numbers allow for greater involvement and participation, 2) Balancing the recruits from each agency provides for a diversity of contributions that could not have occurred otherwise.

There were further considerations involved in the selection of trainers. The trainers selected were equipped to handle the particular kinds of training needs unique to the para-professional participants. To facilitate trainer selection, a list of resource persons including persons from both academic and non-academic fields from within and without the immediate community was made available. The list included:

1. Presently employed professionally qualified personnel
2. Non-professional, but active personnel currently residing in and contributing to program development in the target areas of the community
3. Academically-oriented personnel now employed in the various colleges and universities
4. Consultants in the various disciplines which include professional consultants in education, social and behavioral sciences, juvenile delinquency, etc.
5. Previously trained para-professionals
6. Warm, sensitive people who had the capacity to relate to others effectively.

Using this criteria, the selection of trainers was greatly simplified. Essentially, the characteristics for effective trainers were determined, then the consultants who had the appropriate credentials and the specific characteristics were employed.

The Evaluator feels that agency administrators who may be interested in providing an agency or inter-agency in-service training program should consider the principles contained in the trainee and trainer selection procedures used in this project, Format for Development of In-Service Training for Child-Serving Para-Professionals.

The Evaluator had agreed to make assessments of the participants in the program for curricular and evaluative purposes. The following section contains that information.

EVALUATION OF CURRICULUM INPUTS

During the course of the program, the training staff presented several curricular "inputs." The Evaluator had occasion to observe many of the inputs. The written accounts presented by the training staff were also reviewed.

These curriculum inputs have been developed and tested for relevancy. They are designed for the training of child-care workers in the agencies participating in this training program.

I. Understanding Child Behavior

This discussion, presented by Raymond W. Swan of Tulane University, departs from the usual "Freudian" preoccupation with sexual factors and centers primarily upon the cognitive aspects of human development. In the presentation, Dr. Swan states that cognitive potentials of the child are often overlooked in attempting to guide children, while attention is focused upon physical, emotional and social behaviors. Cognitive make-up is defined as a person's conceptual system on information processing. Also, although there is a variety of kinds of information processing systems that people possess, there are essentially four kinds of mental structures that people use to process information. These four kinds of structures are described in the presentation in terms of child behavior patterns.

After giving the four descriptions of cognitive approaches in children, Dr. Swan then discusses parent practices and behavior related to the development of the cognitive processes in children. He emphasizes that these are overlapping components of parent behavior between and among the systems. However, essentially, there are four distinct patterns. Parents should know about these systems in order to identify their own practices in terms of whether they are developing their child into the kind of adult they want.

Problem solving exercises utilizing hypothetical situations are appendicized with the article. Also included is a test relating to the subject area entitled: Parent Styles Which Shape A Child's Learning in the First Five Years of Life.

A chart of planned activities written in terms of behavioral objectives accompanies the article. The chart covers six sessions of the training program and succinctly outlines objectives, content, material and trainee activities. The Evaluator found no inconsistencies in the subject matter or the manner in which the material was presented. The presentation in its entirety may be found under separate cover entitled Lectures*.

The author presents this material clearly and concisely with occasional humorous comments.

II. Characteristics of Typical Children Between the Ages of Five and Thirteen Years of Age

Mrs. Anna B. Henry, Director, Center for Staff Development of the New Orleans Public Schools, made this presentation to participants in the Para-Professional In-Service Training Program.

The presentation outlined characteristics of typical children according to three age ranges:

a. Age range 5-7
b. Age range 8-10
c. Age range 11-13

Mrs. Henry distinguishes between child development that is typical and atypical. For each of the previously mentioned age ranges, there is a chart indicating certain features: Physical Growth and Development, Organic Development and Characteristic Behavior Patterns.

The writer states in the narrative portion of the paper that the chart is old, yet valid. Unfortunately, we do not precisely know what is meant by her statement that, "this chart ...was prepared some years ago." The Evaluator assumes the position that the chart should have been identified by date and author, as it appears to be the basis for most assertions in the article. Regardless of this oversight, the paper contains information of considerable value in relating to children. A well developed pre-test-post-test appends the article for

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*Lectures is a collection of the curriculum inputs. This collection is a part of the core curriculum.

training program purposes. The paper (has been) published under separate cover entitled Lectures.

III. Working with Community Groups and Organizations

This lecture by the City Welfare Department took the form of a curricula input for the training program. The written account of the lecture describes the types of community work available for aides. It seems that there are two general types of services performed by aides in the community: (1) The aide should attempt to spread knowledge of agency services and to increase their use by community residents eligible for them, (2) the aide also learns how community residents feel about agency services and relays the findings to agency staff. The aide, the paper states, acts as a "bridge" between the community and the agencies. The paper goes on to elaborate upon the methods found to be most useful in accomplishing this task. There is emphasis upon individual home visits and communication with informal groups (as opposed to PTA, church groups, etc.) in the community.

Although the information in this lecture may appear basic, it is essential. The Evaluator recognizes the merits of this method of clarifying job functions for trainees.

IV. Improving Communications for the Purpose of Rendering Service

The above is an interesting paper prepared by Constantino Ghini for the training program. The writer discusses the many facets of communication, verbal and non-verbal. Communication is classified according to two factors: (1) the actual message and (2) the medium (how it is being said). Throughout the paper, emphasis is placed upon the differences between expressing a meaning and communicating a meaning.

Explanations of how to apply properly the communication principles are clearly stated for the reader (aides-trainees). Herein lies one of the strengths of this report by Mr. Ghini.

The basic characteristics of communication are delineated --followed by examples of how to apply correctly communication skills. Examples are also used in explaining communication concepts and the mutations that are likely to occur between the initial sending of a message and the final reception and interpretation of it by the person for whom it was intended. Demonstrations are outlined by the writer to dramatize certain communication problems.

A portion of the paper is devoted to a consideration of communication theory. In this section, the writer discussed the sending and receiving of non-verbal messages. Non-verbal projection of attitudes such as cyncism, skepticism and aloofness is considered. The idea that oftentimes people may communicate these attitudes unconsciously is also discussed.

The paper is concluded with statements emphasizing the importance of being aware of the implications of communication, verbal and non-verbal.

The paper is well written, and contains information of considerable value. The actual paper is available under separate cover entitled Lectures.

V. Biology of Adolescence

This presentation was delivered by Betty M. Spencer, Mental Health Program Developer for the Department of Hospitals. This input was used in the human growth and development section of the curriculum for use during the In-Service Training Program.

Mrs. Spencer contrasts the developmental processes of man and other animals. Citation of societal influences are used to differentiate between man and animal.

The writer treats the psychological, social and maturational aspects of the adolescent period. The psychological aspects of this period have been well researched. The writer presents a knowledgeable account of this period of development.

The recounting of maturational aspects of adolescence is valid, but follows a familiar format. Mrs. Spencer emphasizes the significance of physical development and body image to the adolescent.

The paper includes a brief, but well developed, consideration of the culture of adolescence. The peer loyalty of adolescents is pointed out. The demands and expectations made upon adolescents by society are vividly portrayed by the writer.

Sexual misconceptions and fears are considered as anxiety-producing factors for adolescents. This area of controversy is sensibly treated by Mrs. Spencer.

The paper, considered totally, is well developed and tightly organized. The information that it contains should be of considerable value to persons working with adolescents.

The full text of the presentation can be found under a separate cover in Lectures. The reader is referred to the core curriculum for this material. The "inputs" were used with small groups in a variety of settings. Consequently, there were several evaluations of each input. (See Appendix C, Tables I through XVII.)

The appendices also contain tables indicating objective test results. An interpretation of these results is located in the next section.

INTERPRETATION OF OBJECTIVE TEST DATA

On the following pages, there are interpretations of significant results of objective tests administered during the training program. Also, the curricular innovations that evolved from the test scores are discussed. For interpretations of hard data obtained from the testing, the reader is referred to Appendix D, Tables I - XX and Appendix E, Tables I - VII.

Culture Shock Test

At one time or another, it is very probable that all participants in the training program have worked with, or will work with, persons from sub-cultures other than their own. Therefore, the Culture Shock Test, which is designed to measure the attitudes of those who expect to work outside of their own culture toward phenomena in the form of traditions, customs, habits and general characteristics of other cultures, was included in the training program. Emphasis in test construction is upon cultural differences that may create some difficulty.

The Culture Shock Test contains eight scales which span cultural experience, specific cultural knowledge, general customs acceptance, cognitive flex, behavioral flex and interpersonal sensitivity.

Of the eight factors on the Culture Shock Test, the following appear to be most significant: Factor B, Experience; Factor G, Cultural Behavior--General; and Factor H, Interpersonal Sensitivity. As these factors are relevant to the training program, they will be considered first.

Factor B, Experience

The scores obtained on this factor are an indication of the degree of direct experience by the testee with people from other countries through working, traveling, conversing, and learned skills, such as reading and speaking a foreign language.

A high score indicates a favorable amount of experience in this area, whereas a low score indicates difficulties with adjustment to foreign languages, customs, etc.

Test norms made available by Organizational Tests Limited, publishers of the Culture Shock Test, reveal the average raw score for Factor B. An average score indicates adequate knowledge of other cultures. The average score of the para-professional group did not fall within the acceptable limits. On the Culture Shock Test, administered at the beginning of the training program, the average of scores by participants on Factor B was found to be well below the mean score registered by the normative population. (See Appendix D, Table VII.) To help remediate this apparent deficiency, communications units were included in the training program. These units emphasized team problem solving activities and attitudinal studies.

Factor G, Cultural Behavior--General

On this factor, Cultural Behavior--General, high scores are an indication of satisfactory awareness and understanding of patterns of behavior observed in man.

Normative data supplied by Organizational Tests Limited, publishers of the Culture Shock Test, give the average raw score for this factor. The average score by the testees in the training program was found to be well within acceptable average limits. It is therefore safe to say that at the inception of the training program, the average level of para-professional competence in assessing patterns of human behavior was at least average, if not slightly above average, as measured by Factor G of the Culture Shock Test. (See Appendix D, Table XIII.)

Factor H, Interpersonal Sensitivity

On Factor H, Interpersonal Sensitivity, a measure of one's awareness and understanding of verbal and non-verbal human communication, the para-professional group tested at the inception of the training program registered a mean or average score much higher than that of the normative population average. (See Appendix D, Table XIV.) These results indicate a very high level of awareness and understanding of the various types of human communication and interaction. Such characteristics, if properly utilized, should be valuable assets for any social agency.

The remaining factors on the Culture Shock Test are not, as previously indicated, essential measures of attitudes significant to the purposes and objectives of the training program. However, to reveal a more complete picture of the attitudinal characteristics of the participants in the program, the following evaluations, as determined by analysis of data from the Culture Shock Test are rendered:

The para-professionals generally accepted the idea that the western value system is appropriate for the rest of the world (Factor A). (See Appendix D, Table VII.) The average score by the trainee fell within the limits for mean scores registered by the normative population as published by Organizational Tests Limited.

The para-professionals generally demonstrated an openness to new ideas and beliefs (Factor C) and a willingness to change behavior if merited (Factor D). (See Appendix D, Tables IX and X.)

The level of awareness and understanding of various beliefs and patterns of behavior in specific other cultures was barely within "acceptable" limits as compared with normative population scores (Factor E). (See Appendix D, Table XI.) This is not unexpected, however, as specific knowledge of other cultures may in part be contingent upon extensive travel, reading or other types of exposure not common to the para-professional group.

The Culture Shock Test served to indicate the degree of general sophistication possessed by individual trainees, and aided in the selection of materials and activities for the "infield" portion of training by the agencies.

The units on Increasing Team Problem Solving, Attitudinal Prerequisites, Frustration Tolerance and Anxiety Levels were structured to fulfill, to some extent, those attitudes consistent with program objectives as indicated by scores on relevant factors of the Culture Shock Test. This approach precipitated variation in trainees' experiences. "Rap sessions" encouraging ventilation of reactions to the new experiences through small group discussions, incorporating "feedback" as a prevalent characteristic were, implemented in the training program.

Special projects such as the Bilingual Program covering three weeks of the training program were instituted to help personnel understand and cope with the problems that an interaction of cultures produces. (See the section on Pilot Programs for further explanation of the Bilingual Program.) The decision to include this program was based in part upon the findings of the Culture Shock Test, which indicated that the respondents registered low scores on Factor B of the test, indicating little or no experience with other cultures. The Culture Shock Test proved to be a valuable tool in selecting materials and activities commensurate with stated objectives of the training program.

XYZ Test

The XYZ Test is designed to discover the testee's assumptions about the basic nature of man. This test was incorporated into the training program for the purpose of gaining insights about how the trainees felt about people generally. The test itself is composed of three factors, X, Y, and Z, each of which represents a general attitude about the human race. As the attitudes vary in terms of their "normal acceptability," it was important to determine which attitude or theory was most accepted by the trainees. Post-testing was done to determine whether the training program had positive effects upon the less "acceptable" attitudes, particularly those expressed in Theory X.

The average raw score on factor X as recorded by the normative population was lower than that of the para-professionals. This comparison indicates that the para-professionals taking the test are significantly more likely to view man as an inherently evil creature, motivated by biological impulses with a highly competitive mode of interaction than the typical person. The basic implications of the scores by the para-professionals on Theory "X" are not consistent with approved attitudes for interacting with children.

Fifteen per cent of the participants were randomly selected for a post-test to develop some indication of how effectively the training program affected the attitudes of the para-professionals as measured by the XYZ Test. As a lower score on the post-test would show an improvement, the results of the post-test were gratifying, but not indicative of overwhelming progress. (See Appendix A, Tables III, VI, and VII, and Appendix D, Tables I, II, and III, and Appendix E, Table I.)

Theory Y of the XYZ Test supports the concept that man is basically a self-actualizing person who works best with few controls. He is inherently good, driven by his humanism and his basic interactional mode is cooperation.

On this, the"Y" factor of the XYZ Test, the para-professionals taking the test strongly supported the notion that man is essentially a "good" creature with cooperation being his basic interactional mode. As with the "X" factor, thirteen para-professionals were selected for post-testing at the end of the program. On the post-test, their mean of scores increased, showing improvement in attitude as measured by the XYZ Test. (See Appendix A, Tables III, VI, and VII, Appendix D, Tables III and IV, and Appendix E, Table I.)

The thirteen pre- and post-tests were matched as correlated pairs to determine the t-ratio. The increase (improvement) in scores was found to be statistically significant, further supporting the value of the training program.

The Z factor of the XYZ Test supports the idea that man is basically a rational being, open and controlled by reason. Man is inherently neither good nor evil, but open to both. He is driven by intellect and his basic interactional mode is interdependence.

The eighty-seven para-professionals had an average raw score on the "Z" factor comparable to the mean of the normative population. The pre-test mean for the selected participants was also comparable to norms. The post-test, administered at the end of the training program, revealed a slight increase in the mean score. On this particular factor, the t-score ratio was not found to be significant. However, this is not discouraging as there was an increase in the mean scores. It may be mentioned that the post-test mean was noticeably higher than the mean for the large population. (See Appendix A, Tables III,VI and VII, Appendix D, Tables V and VI and Appendix E, Table 1.)

These statistics indicate that a very significant portion of our para-professional population viewed man as a rational, interdependent creature, controllable by reason.

In summation, the XYZ Test scores revealed that in most respects the attitudes held by para-professionals are typical and not incongruous with established norms. However, the para-professionals did exhibit attitudes supporting the belief that men are competitive and biologically motivated. These attitudes were not prevalent among the para-professionals, just more noticeable than normally expected, and such attitudes were lessened by the experience of the training program if the XYZ Test results effectively measure attitudinal concepts. There was considerable acceptance by the para-professionals of the concepts of cooperation, humanism, rationality and interdependence as basic characteristics prevalent among human beings with these positive attitudes increasing as the training program progressed.

Self-Actualization Test

The Self-Actualization Test (SAT) measures the degree to which the following needs are unfulfilled: physical, security, relationships, respect, independence and self-actualization. On this instrument, questions are carefully phrased to avoid filling needs already filled; not "I enjoy good meals" but rather "I wish I could enjoy more meals." The intensity of the unfulfilled needs is depicted graphically so that an obvious need profile is obtained. Further utility of the SA Test is evidenced by the fact that a high score in any factor of the test suggests that wherever possible, content material to help fulfill the need should be included in the training program curriculum. This rationale was followed as the SA Test was incorporated into the training program, with administration of the test to a large population of para-professionals (eighty-five) in August of 1971. The results of these scores were instrumental in shaping the content material to be included in the program. Further, approximately fifteen percent of the test results from this initial measurement activity were compared on a pre-test--post-test basis to assess the efficiency of the training program in shaping or positively altering attitudes of the para-professionals.

Factor A, Physical Needs

On Factor A of the SA test, the large population mean for para-professionals was commensurate with the mean score for the normative population as published by Organizational Tests Limited. This finding indicates that the para-professional population tested in August has substantially the same need profiles as far as unfulfilled needs concerned with filling biological appetites as the normative population.

Of the thirteen para-professionals selected for re-testing, there was a slight increase in the mean scores. However, as this is essentially a physical-biological characteristic, it is doubtful whether the purposes of the training program as stated and implemented would conceivably affect such scores, especially over a short period. T-ratio scores revealed no measurable significance in pre- and post-test variation. (See Appendix A, Tables II, IV and V, Appendix E, Tables II-VII.)

Factor B, Security Needs

Noticeably, on Factor B, Security Needs, the mean socre obtained by the large population testees was considerably higher than that of the normative population as published by Organizational Tests Limited. This indicates that needs concerned with maintaining safety and security were of primary

consideration for the para-professionals. Specific curriculum units in the training program were constructed to help remediate these attitudes. Evidence of success is revealed in pre- and post-test analysis of the small population. (See Appendix E, Table III.)

Factor C, Relationship Needs

The para-professionals scored low in this area with an initial large population mean well below the average score for the normative population. This indicates that the para-professional group had fewer difficulties obtaining love, affection, feelings of belongingness and related needs than would be expected. Small population (15% of large population) pre- and post-test mean scores were not significantly different either in comparison of mean scores or t-ratio scores. This is an acceptable consequence as the training program was not specifically oriented to effect change in an area not needful of change. (See Appendix A, Tables II, IV and V, Appendix D, Table VII, Appendix E, Table IV.)

Factor D, Respect Needs

On this factor of the SA Test, the mean score registered by the large population was not as high as that of the normative population, indicating that the para-professional group generally had fewer normally expected difficulties with unfulfilled needs concerned with obtaining self-respect and the esteem of others. In fact, the mean score obtained by the para-professional population was commensurate with the category of low scores obtained by the normative population. (See Appendix A, Tables II, IV and V, Appendix D, Table III.)

The selected pre- and post-test population mean scores improved in this factor over the course of the program. (See Appendix E, Table V.)

Factor E, Independence Needs

As with Factor D, the mean scores of the initial population was low, reflecting healthy attitudes regarding autonomy as measured by the Self-Actualization Test. Pre- and post-test scores for the selected population were not significant either in terms of actual differences in pre-test mean and post-test mean or in t-ratio score. Again, the excellent scores by the para-professional population did not merit curriculum emphasis involving this factor, thereby accounting in part for the lack of variation in pre- and post-test performance by the para-professionals. (See Appendix A, Tables II, IV and V, Appendix D, Table IV, and Appendix E, Table VI.)

Factor F, Self-Actualization Needs

Factor F, Self-Actualization Needs, revealed a high mean for the large population tested at the beginning of the program.

The average score for the para-professional population was considerably above the normative population mean. This indicates that unfulfilled needs concerned with attaining self-fulfillment were prevalent among the para-professionals at the inception of the program. The training program curricula was geared toward combating this situation by incorporating several sessions on basic leadership training, related films and projects involving innovations and creativity. (See Appendix A, Tables III, IV and V, and Appendix D, Table V.)

The selected pre- and post test population means were compared, with the result that improvement in scores on this factor occurred, but not to a statistically significant extent as indicated by t-ratio scores and comparative mean scores. (See Appendix E, Table VII.) Though the improvement registered by the para-professionals on this factor was not spectacular, it is progressing in the proper direction.

The results of the standardized tests (Culture Shock Test, Self-Actualization Test and ZYZ Test) indicate that the para-professional participants had some unique characteristics.

On the Culture Shock Test, the scores indicated that the para-professionals had experienced little contact with other cultures. However, the test results also indicated that the para-professionals, as a group, had satisfactory levels of awareness and understanding of patterns of behavior observed in man.

Commensurate with these results, the Culture Shock Test also revealed a high level of awareness and understanding of the various types of human communication and interaction.

The scores of the para-professionals on the XYZ Test indicate that this group generally accepted the view that man is a creature motivated by biological impulses and competitive urges. However, there was also strong acceptance by the para-professionals of theories supporting cooperation and rational thinking as the basis for man's interactional mode.

Essentially, the scores on the Self-Actualization Test revealed that the trainees were generally doing better than average in terms of Independence Needs and Physical Needs. However, the para-professionals did not fare as well as the normative population in the following areas as measured by the Self-Actualization Test: Security Needs, Relationship Needs, Respect Needs and Self-Actualization Needs.

PILOT PROJECTS

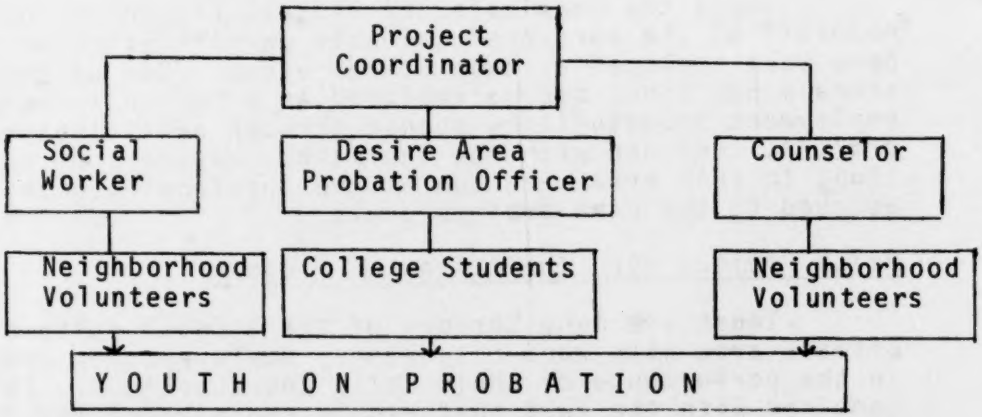
Two pilot projects have emerged from Format for Development of In-Service Training for Child-Serving Para-Professionals:

Pilot Project #1: Listening Post

The basic function of Project Listening Post was to serve as an active agent in diverting young people in the Desire area away from the courts and correctional institutions.

This project grew out of inter-agency discussions among the para-professional participants in the training program. Some of the trainees had become aware of the fact that the parole officer was overextended in his efforts to serve a large number of juvenile offenders. He needed assistance. The project coordinator and the parole officer developed a plan. Their plan called for the selection of fifteen young men in the Desire area who were on probation. These young men were selected to participate in the project on the basis of the nature of their previous offenses. Persons who had been institutionalized for violent actions were screened out. Those who were less hostile were invited into the program.

The organizational structure of Project Listening Post, conceived to help these young men remain a functioning part of the family unit, is displayed below:



The neighborhood workers shown in the chart above were participants in the Format for Development of In-Service Training for Child-Serving Para-Professionals.

The participants who worked in Project Listening Post were those who lived in the Desire area. They volunteered their services for this pilot project. All worked closely with the young men. In fact, it was one of the para-professionals who donated her house as a headquarters and community house for the project. The social worker, the counselor and the probation officer assisted the group in the areas of problem solving and referral resources. Five college students tutored those in need of special learning skills and gave instructions in the proper ways of seeking employment.

This program produced benefits of an informational nature for the participating para-professionals. Some of the para-professionals expressed some surprise that agencies having divergent functions could work together effectively for the same child.

The para-professionals became more aware of referral processes through their experiences in this project. They also learned that there are overlapping services rendered by the various social welfare agencies in the community. Knowledge was also increased concerning the existence of gaps in agency services in this area. (See list of agencies compiled by project coordinator relating to these "gaps.")*

The experiences of the para-professionals in this project improved their counseling skills as these trainees worked directly with a counselor and a social worker in fulfilling their functions for Project Listening Post.

Since the conclusion of Project Listening Post, the majority of the para-professionals participating in the project have been employed as case worker aides. One of the para-professionals has since become employed as a community worker. The employment opportunities opened through participation in this project, combined with the increased awareness of agency functions in this area, are two of the outstanding benefits that accrued to the para-professionals.

Pilot Project #2: The Bilingual Program

There are many persons of the Spanish culture in the New Orleans area with whom city agency employees may come into contact in the performance of their daily job functions. This situation combined with the fact that eighty-two percent (82%) of the para-professionals registered low scores on Factor B of the Culture Shock Test (direct experience with other cultures) served as a catalyst for the development of the Bilingual Program.

*Printed under separate cover entitled Available Community Resources for Children and Their Parents.

After the test results were considered, para-professionals were selected to participate in the program. This selection procedure involved recruiting volunteers from trainees who wanted and needed (according to test results) to know more about persons possessing a language and culture different from their own. Subsequently, ten of the para-professionals were selected for the program.

The bilingual program covered a three-week period and consisted of two parts:

(1) Observation of bilingual-bicultural classes at three levels--kindergarten, first and second grade, and (2) participation in classes to gain a limited working knowledge of Spanish and an exposure to several aspects of the cultures of native speakers of Spanish.

Each of the observation periods were of three hours duration--two days per week for six weeks. These sessions allowed the trainees to participate in the learning activities of the bilingual-bicultural group and provide a common background of experiences for discussion groups. Also, the trainees received instruction in the Spanish language and participated in group discussions concerning multi-cultural understanding.

The Evaluator found that seven of the ten women who participated in this project are currently employed in local health and welfare clinics where there is considerable contact with persons of Spanish-American heritage.

The project coordinator, who directly participated in this project by attending the special classes, reports that there was a change in attitude by the trainees. The program helped the para-professionals develop empathy and understanding concerning Spanish speaking people.

The need for the Bilingual Program was realized and a curriculum was developed for it. In a similar fashion, the formative evaluation revealed that the para-professionals needed training in counseling and interviewing skills. The next page reveals the action taken to help remediate this situation. Following the discussion of interviewing skills, the reader will find the section entitled Curriculum Structure, wherein the curriculum units of the general training program are evaluated.

INTERVIEWING AND COUNSELING SKILLS

During the course of the training program, it became apparent that the para-professionals were deficient in terms of preparation for interviewing and counseling with their children-clients. To help remedy this situation, classes were held in which interviewing skills were presented. During the classes, the para-professionals were asked to apply the principles of interviewing that they had learned in mock situations. Role-playing was utilized to facilitate this practice. Possible situations involving hostile clients, uncooperative clients, evasive clients and so on, were dramatized. Following each mock presentation, open discussions were undertaken to analyze the role-playing activities that were presented. The hypothetical situations were discussed from many possible angles. The role of the interviewer as presented was carefully scrutinized. Alternatives were offered and studied. These sessions were conducted with an unusual degree of enthusiasm and interest. The para-professionals displayed considerable competence in mastering and applying interviewing techniques and skills.

To capsulize: The formative evaluation revealed that the para-professionals needed training in counseling and interviewing skills. Therefore, this training was provided. On-site visitations revealed the training program to be very effective with high-level participation from the trainees.

CURRICULUM STRUCTURE

Essentially the curriculum for the trainees consisted of seven units. Each of the units was enhanced by the preparation of applicable stated objectives as delineated by Robert F. Mager in his book, Preparing Instructional Objectives.

The first unit, entitled "Know Your Agency," covered basic information for para-professionals regarding their particular agency, its goals, policies, rules and regulations. The Evaluator found that this unit served to stimulate discussions on the specific duties and responsibilities of the agency. (See Appendix C, Tables I, II, III and VII)

The second unit, entitled "Attitude Prerequisites," concerned itself with basic assumptions about human relations. This unit provided for the identification of attitudes through "role-playing," dramatizations and special projects. The importance of how attitudes influence actions was stressed. (See Appendix C, Table IV.)

The third unit in the curriculum, "Improving Communication for the Purpose of Rendering Services," was divided into three parts: A: Communication Theory, B: Communication Exercizes, and C: Problem Solving Processes Utilizing Communication Content and Communication Techniques. Fundamentally, trainers were exposed to the concept that denotes the difference between expressing a meaning and communicating a meaning. Also, verbal and non-verbal communication was learned and dramatized by the trainees. (See Appendix C, Tables XIV, XV, XVI and XVII.)

Unit Four, "Human Growth and Development," consisted of three sections: Part I--Guiding Your Child from Birth to School, Part II--Characteristics of Typical Children Between the Ages of Five and Thirteen, and Part III--Adolescence, A Period of Growth. Inputs by trainers relating to these subject areas are discussed in another section of this report. (See Appendix C, Tables V and VI.)

Unit Five is entitled "Early Identification of Children with Special Problems That May Lead to Juvenile Delinquency." This unit was designed to assist trainees in recognizing juvenile delinquency as a complex problem and to encourage trainees to see the adult role in the modification of children's behavior. (See Appendix C, Tables XI, XII and XIII.)

Unit Six, "Available Community Resources for Children and Their Parents," introduces trainees to a listing of tested community resources that provide services to children and their parents. Referral information was used to help acquaint the trainees with the variety of services provided in the community. Booklets, pamphlets and fliers were given to the trainees, providing a ready reference. (See Appendix C, Tables VIII, IX and X.)

Unit Seven, "Skill Training and Counseling," introduced the trainees to various approaches for developing skills necessary to the helping process. Assisting others to change constructively was of primary emphasis in this unit.

An interesting facet of the curriculum structure is the utilization of test results to determine certain aspects (type of material, level of material, methods of presentation) of the curriculum. For examples, see the section of this report that considers the interpretation of objective test data.

The overall reaction of the participants to all curriculum inputs is displayed in Appendix C, Composite Table.

SUMMARY

Para-professional personnel were recruited from various child-care agencies in the New Orleans area to participate in the training program. Questionnaires were used in selecting trainees. After the needs of the trainees were identified, trainees were selected who had the appropriate skills to deal successfully with these para-professional needs.

The training staff developed curriculum inputs to be presented to the para-professionals. The inputs were developed and tested for relevancy.

Objective tests were administered to the para-professionals to obtain a description of the population. The findings were valuable in assisting the training staff to prepare relevant curriculum units. Also, post-testing was done to determine whether there were significant attitudinal changes resulting from the training program.

Two pilot projects emerged from the training program. One of these, Project Listening Post, had the basic function of serving as an agent to help divert young people away from the courts and correctional institutions. The other, Bilingual Program, emphasized the value of understanding the culture and language of the native speakers of Spanish in the New Orleans area.

The curriculum structure for the program was composed of seven units geared to assist in the improvement of previously identified deficiencies of the para-professionals.

An important factor in considering the curriculum structure for this project is the development of a new proposed project. In evaluating the curriculum content, the trainees reflected the need for the development of local strategies for delinquency prevention. The trainees expressed the notion that training of parents to cope with juvenile crime problems--and their prevention--was of utmost importance. The trainees also stressed the need for improving the image and services of the police officers and probation officers. These response patterns combined with numerous class projects, each employing a different strategy, served as preliminary work for this new proposal, St. Bernard Area Youth Guidance Center. The Listening Post, a pilot study discussed in another section of this report, was the forerunner of the St. Bernard Area Youth Guidance Center. The major emphasis for this new project is prevention of Youth Delinquency.

CONCLUSIONS

I. According to data collected over the course of the training program, the training sessions were considered to be highly effective by the trainees. The data displayed in the composite table in Appendix C supports this assertion.

II. According to data presented in Tables I, II, III, IV, V and VI, of Appendix D, the para-professional population participating in the training program have generally positive attitudes about the basic nature of mankind. According to Table I of Appendix E, these attitudes became even more positive as the training program progressed.

III. According to the data displayed in Table III of Appendix E, the para-professionals exhibited improvement over the course of the program in terms of security needs as measured by Factor B, Security Needs of the Self-Actualization Test. The training received during the program helped the para-professionals to understand the functions of their respective agencies. Also, this training helped them to feel more secure about themselves as persons who were trained in their positions.

IV. Based on the success of the pilot project, Project Listening Post (see pages 18 and 19 of this report), it is possible to assert that problems identified by the para-professionals can be dealt with successfully in an inter-agency training program.

V. According to data located in Appendix C, Tables I, II, III, one of the curriculum units with greatest impact was Know Your Agency. Many of the para-professionals did not have an adequate understanding of the scope, authority and responsibilities of their agency. To many, their agency's functions--independently or in concert with other child-care agencies--was a mystery. The curriculum unit, Know Your Agency, did much to alter this state of affairs.

On the basis of these data, the Evaluator concludes that the format developed for training is effective, and that the curricular data did have a desirable effect on the para-professional participants.

RECOMMENDATIONS

In the future, when inter-agency child-care training programs are developed for para-professionals:

I. One person from each agency should be delegated to work with the project coordinator and the Evaluator. The person delegated the responsibility must have the authority to make decisions. An interest in improving relations with other agencies should also be a pre-requisite for this individual.

II. Para-professional participants should be trained on a rotating basis so that all para-professionals in a given participating agency can benefit from the training. This measure should improve the overall effectiveness of the agency in dealing with children.

III. The consultants who work in the training program should have an opportunity to work together so they can share their perceptions of the participants. This action would assist in determining the most effective methods of working together. The program would then be better integrated, providing a smoother transition between curricular inputs.

IV. Para-professionals should be assisted in understanding the scope, authority and responsibilities of their agency in order to perform their job requirements effectively.

V. Para-professionals should be provided with fringe benefits and a measure of job security. This would give them a feeling of employment stability, thereby improving their effectiveness.

Child-serving agencies should provide a continuous training program for parents who want to improve their relationships with their children. This would provide a vehicle to relieve any crisis situations which develop between parents and children. To work effectively with children, one must also enlist the cooperation of the parents.

APPENDIX

APPENDIX A, TABLE I

CULTURE SHOCK TEST

	Date	A	B	C	D	E	F	G	H	X	Una.
1	8-11-71	5	0	8	8	3	6	6	7	33	3
2	8-11-71	4	3	5	6	7	6	5	8	34	2
3	8-25-71	6	3	5	7	5	7	9	8	40	
4	8-9-71	5	3	7	6	5	7	6	8	33	
5	8-19-71	10	2	1	9	1	4	6	6	41	
6	8-23-71	9	4	7	10	9	7	9	9	16	
7	8-11-71	6	0	6	6	4	7	7	9	35	
8	8-11-71	6	6	6	8	6	10	8	10	20	
9	8-11-71	8	5	5	5	5	8	7	7	30	
10	8-25-71	3	2	3	3	2	6	6	7	48	
11	8-11-71	7	1	6	5	3	6	3	8	41	
12	8-11-71	4	4	7	4	4	6	5	10	34	2
13	8-11-71	2	4	6	6	7	6	5	9	35	
14	8-11-71	7	2	7	7	4	7	5	9	32	
15	8-11-71	5	3	6	8	7	5	6	9	31	
16	8-11-71	4	1	7	6	9	7	9	10	27	
17	8-11-71	6	3	6	7	5	7	7	8	30	1
18	8-9-71	7	5	6	6	4	5	7	8	32	
19	8-11-71	6	7	8	6	7	7	9	8	22	
20	8-9-71	5	2	7	6	6	8	5	9	32	
21	8-25-71	8	9	2	4	9	9	7	11	21	
22	8-11-71	6	9	8	7	5	8	9	8	20	
23	8-9-71	7	2	2	5	8	7	3	10	36	
24	8-25-71	3	1	8	9	1	5	5	9	34	
25	8-9-71	4	5	6	9	8	7	9	10	22	
26	8-9-71	9	4	6	5	2	7	7	6	25	9
27	8-23-71	3	4	3	3	5	7	8	7	41	
28	8-23-71	4	2	5	4	7	7	5	9	37	
29	8-11-71	7	5	7	8	9	7	4	10	23	
30	8-11-71	7	7	8	7	5	8	9	10	17	2
31		9	5	4	7	5	3	8	6	40	
32	8-11-71	3	1	3	3	4	7	4	8	47	8
33	8-19-71	3	0	5	6	5	5	5	7	44	
34		3	2	4	7	4	7	4	9	40	
35	8-23-71	5	5	9	6	5	5	7	5	33	
36	8-23-71	4	3	5	6	2	7	7	9	37	
37	8-11-71	4	1	5	4	5	5	8	9	39	
38	8-11-71	4	2	7	5	5	7	6	10	34	
39	8-9-71	9	2	4	5	5	7	6	8	33	1
40	8-25-71	4	2	5	7	6	7	7	7	22	
41		5	1	8	8	5	4	2	9	36	
42	8-23-71	3	1	4	9	2	4	7	6	44	
43	8-11-71	7	4	8	9	7	8	6	7	22	
44	8-25-71	6	0	6	5	7	4	5	9	38	

Appendix A, Table I
Culture Shock Test (cont)

	Date	A	B	C	D	E	F	G	H	X	Una.
45	8-9-71	7	4	6	7	6	7	8	9	26	
46	8-11-71	10	2	8	5	7	9	9	8	22	
47	8-9-71	6	3	6	6	5	4	7	9	33	1
48	8-11-71	3	2	5	6	7	6	5	9	37	
49	8-11-71	3	3	5	8	2	5	4	6	43	1
50	8-11-71	7	4	4	7	0	6	7	10	35	
51	8-11-71	6	3	3	9	9	9	6	9	26	
52	8-11-71	5	1	6	3	5	4	5	5	42	4
53	8-19-71	8	5	8	5	7	6	4	9	28	
54	8-25-71	6	1	5	10	4	8	2	9	31	
55	8-11-71	9	3	2	5	2	8	7	6	38	
56	8-23-71	5	1	3	9	5	6	5	8	38	
57	8-9-71	4	3	3	4	9	7	8	9	33	
58	8-11-71	5	3	7	3	3	7	6	8	38	
59	8-25-71	2	1	9	9	5	6	7	7	33	
60	8-19-71	0	1	4	5	6	6	3	9	46	
61	8-19-71	2	2	2	3	3	4	5	3	56	
62	8-19-71	4	4	5	5	7	3	6	7	33	
63	8-11-71	10	4	6	6	1	9	6	9	29	
64	8-25-71	4	4	8	6	5	7	6	10	34	
65	8-11-71	6	2	5	6	3	6	7	9	36	
66	8-11-71	2	3	6	6	3	6	4	7	43	
67	8-25-71	10	5	6	5	6	5	9	8	26	
68	8-11-71	6	1	5	5	6	6	6	10	35	
69		3	7	5	7	7	3	4	9	32	
70	8-11-71	7	4	2	5	1	6	6	7	25	
71	8-11-71	3	3	4	5	7	8	8	9	33	
72	8-23-71	3	3	6	8	1	4	6	8	31	
73	8-9-71	5	1	4	5	6	5	6	9	39	
74	8-11-71	10	5	8	8	4	5	5	6	29	
75	8-25-71	7	3	8	7	3	1	7	8	30	
76	8-25-71	6	1	7	4	7	9	5	9	30	
77	8-9-71	5	3	4	8	5	5	4	7	34	4
78	8-11-71	3	0	6	6	7	8	5	9	34	2
79	8-25-71	4	0	6	5	3	5	5	8	25	
80	8-9-71	10	3	7	7	6	5	7	8	27	
81	8-11-71	4	1	4	2	2	4	5	6	29	
82	8-25-71	5	4	6	7	5	8	5	6	35	
83	8-19-71	6	1	5	3	3	7	7	8	40	
84	8-23-71	8	2	6	8	9	7	5	10	27	
85	8-23-71	8	2	7	9	4	7	7	8	29	
86	8-25-71	7	5	5	6	3	4	6	8	38	
87	8-23-71	5	4	4	5	6	3	4	4	39	
88	8-23-71	7	6	6	8	5	7	8	7	26	
89	8-23-71	6	3	5	7	8	7	6	7	31	

APPENDIX A, TABLE II

SELF-ACTUALIZATION TEST

	Date	A	B	C	D	E	F
1	8-16-71	10	11	11	20	16	16
2	8-19-71	15	20	12	7	9	21
3	8-16-71	9	20	10	5	10	26
4	8-25-71	11	25	10	7	6	23
5	8-16-71	14	20	12	5	11	22
6	8-19-71	9	21	7	9	21	17
7	8-19-71	1	7	7	14	25	30
8	8-23-71	6	17	10	4	16	31
9	8-18-71	5	17	8	6	13	34
10	8-16-71	12	10	2	14	14	32
11		5	14	14	6	10	34
12	8-25-71	12	24	9	10	10	18
13	8-18-71	9	26	7	13	11	18
14	8-18-71	14	26	4	1	10	29
15		13	23	6	9	16	16
16	8-18-71	7	16	15	3	12	31
17	8-18-71	7	16	6	11	15	29
18	8-18-71	16	12	15	13	6	22
19	8-19-71	15	19	8	8	13	21
20	8-18-71	3	18	10	9	14	30
21	8-18-71	11	22	9	12	14	16
22	8-16-71	12	18	5	8	13	28
23	8-25-71	18	18	8	6	8	25
24	8-25-71	7	18	19	10	5	25
25	8-25-71	2	21	4	9	16	31
26	8-18-71	5	11	14	19	5	30
27	8-23-71	20	18	7	3	11	4
28	8-16-71	14	18	6	7	9	30
29	8-23-71	17	10	5	9	6	37
30	8-18-71	9	20	7	11	15	22
31	8-18-71	2	10	18	14	14	26
32	8-18-71	4	31	3	3	14	29
33		5	14	6	6	18	35
34	8-19-71	6	19	15	5	10	29
35	8-19-71	8	13	14	9	17	23
36	8-18-71	9	22	6	7	15	25
37	8-23-71	10	16	16	14	9	18
38	8-23-71	10	27	9	10	6	22
39		9	17	12	10	14	12
40		9	24	13	16	13	19
41	8-16-71	6	18	13	9	14	24
42	8-19-71	15	14	12	9	9	25
43	8-25-71	15	25	8	4	5	28
44	8-19-71	6	9	6	15	18	30

Appendix A, Table II
Self-Actualization Test (cont)

	Date	A	B	C	D	E	F
45	8-19-21	9	15	9	20	12	19
46	8-9-71	8	11	10	12	13	30
47	8-19-71	6	19	7	13	13	26
48	8-18-71	17	12	13	5	12	27
49	8-25-71	13	20	5	13	15	15
50	8-16-71	10	16	11	3	10	34
51	8-25-71	9	22	12	12	10	19
52	8-16-71	8	3	5	8	13	19
53	8-18-71	18	24	7	3	9	23
54	8-18-71	15	19	5	5	11	29
55	8-18-71	14	17	9	10	16	28
56	8-18-71	5	15	10	11	9	34
57	8-18-71	7	24	8	13	16	16
58	8-19-71	5	22	6	5	13	33
59	8-25-71	3	23	2	8	15	30
60	8-23-71	4	21	9	5	17	29
61	8-18-71	1	22	4	13	17	27
62	8-16-71	4	20	12	11	7	30
63	8-25-71	14	22	2	13	12	20
64	8-19-71	6	18	8	11	11	30
65	8-19-71	5	21	12	8	15	23
66	8-19-71	7	7	7	10	25	27
67	8-25-71	12	17	7	13	15	21
68	8-18-71	19	24	12	1	5	23
69	8-18-71	10	17	3	4	11	39
70	8-25-71	8	15	6	16	10	16
71	8-18-71	8	26	6	9	9	26
72	8-18-71	5	11	17	14	11	16
73	8-18-71	20	10	13	9	12	20
74	8-18-71	4	17	12	16	14	21
75	8-18-71	2	6	7	13	20	26
76	8-23-71	6	17	7	7	19	28
77	8-18-71	10	31	10	5	11	17
78	8-18-71	7	12	17	8	7	33
79	8-25-71	10	18	10	5	17	18
80	8-25-71	6	32	5	4	12	25
81	8-16-71	7	20	12	10	7	28
82	8-18-71	5	15	10	14	11	29
83	8-19-71	7	31	1	5	9	31
84	8-19-71	16	15	10	10	8	25
85	8-16-71	9	21	7	6	14	27
86	8-18-71	5	22	18	11	3	25
87	8-19-71	14	20	5	7	13	25
88	8-25-71	17	13	13	18	10	8
89	8-19-71	11	20	11	6	10	26
90	8-23-71	8	8	19	11	11	27
91		10	22	5	7	15	25
92	8-23-71	7	15	9	20	10	22
93	8-25-71	10	18	8	15	9	21
94	8-23-71	9	14	10	9	16	27
95	8-18-71	2	23	9	8	12	30
96	8-19-71	7	19	14	12	15	24
97	8-19-71	4	22	8	10	13	27
98	8-23-71	8	21	8	7	12	23
99	8-23-71	10	28	11	4	14	24

APPENDIX A, TABLE III

XYZ TEST

	Date	"X"	"Y"	"Z"	Una.
1	8-16-71	36	35	55	
2	8-19-71	40	34	52	
3	8-16-71	44	40	42	
4	8-25-71	38	36	52	
5	8-16-71	23	49	54	
6	8-19-71	47	29	50	
7	8-19-71	53	29	44	
8	8-23-71	43	42	41	
9	8-19-71	29	44	53	
10	8-16-71	28	42	56	
11	8-25-71	31	39	56	
12	8-19-71	36	43	47	
13	8-19-71	37	40	49	
14		36	41	49	
15	8-19-71	37	39	50	
16	8-19-71	47	35	44	
17	8-19-71	50	33	43	
18	8-19-71	30	38	58	
19	8-19-71	50	29	47	
20	8-19-71	41	42	43	
21	8-16-71	39	34	53	
22	8-25-71	45	36	45	
23	8-25-71	42	44	40	
24	8-25-71	48	34	44	
25	8-19-71	32	48	46	
26	8-23-71	44	34	48	
27	8-16-71	47	41	38	
28	8-23-71	47	33	56	
29	8-19-71	46	36	44	
30	8-19-71	51	31	38	
31	8-19-71	53	34	39	
32		44	39	43	
33		40	44	42	
34	8-19-71	31	45	50	
35	8-19-71	52	32	42	
36	8-19-71	47	35	44	
37	8-23-71	50	35	41	
38	8-23-71	43	50	53	
39	8-28-71	40	37	49	
40		50	38	38	
41	8-16-71	41	46	39	
42	8-19-71	39	41	46	
43	8-25-71	33	54	39	
44	8-19-71	33	39	54	

Appendix A, Table III
XYZ Test (cont)

	Date	"X"	"Y"	"Z"	Una.
45	8-19-71	43	42	41	
46	8-19-71	63	39	24	
47	8-19-71	38	36	52	
48	8-19-71	45	41	40	
49	8-25-71	33	43	50	
50	8-16-71	33	46	47	
51	8-25-71	39	42	45	
52	8-16-71	34	51	41	
53	8-19-71	26	41	59	
54	8-19-71	39	43	44	
55	8-19-71	23	44	59	
56	8-19-71	27	45	54	
57	8-19-71	44	47	35	
58	8-19-71	45	41	40	
59	8-25-71	49	31	46	
60	8-23-71	49	29	48	
61	8-19-71	36	39	51	
62	8-16-71	39	40	47	
63		44	44	38	
64	8-25-71	49	35	42	
65	8-19-71	32	41	53	
66	8-19-71	51	39	36	
67	8-19-71	45	41	40	
68		31	41	54	
69	8-18-71	39	40	47	
70	8-19-71	38	41	47	
71	8-25-71	46	40	40	
72	8-19-71	35	40	51	
73	8-19-71	42	33	51	
74	8-19-71	42	39	39	
75	8-19-71	32	43	51	
76	8-19-71	39	36	51	
77	8-23-71	49	28	51	
78	8-19-71	47	30	49	
79	8-19-71	34	37	55	
80	8-25-71	38	37	51	
81	8-25-71	51	26	49	
82	8-16-71	37	42	47	
83	8-19-71	39	42	45	
84	8-19-71	33	34	38	7
85	8-19-71	36	40	50	
86	8-16-71	34	45	47	
87	8-19-71	35	43	48	
88	8-19-71	32	43	51	
89	8-19-71	39	45	42	
90	8-23-71	34	39	53	
91		35	42	49	
92	8-23-71	57	35	34	
93	8-25-71	44	30	52	
94	8-23-71	35	37	54	
95	8-19-71	40	31	55	
96	8-19-71	44	41	41	
97	8-19-71	44	38	44	
98	8-23-71	36	31	56	
99	8-23-71	37	42	42	

APPENDIX A, TABLE IV

SELF-ACTUALIZATION TEST (PRE -TEST)

Target Population

	Date	A	B	C	D	E	F
1	8-71	11	25	10	7	6	23
2	8-71	5	17	8	6	13	34
3	8-71	12	10	2	14	14	32
4	8-71	9	26	7	13	11	18
5	8-71	12	18	5	8	13	28
6	8-71	2	10	18	14	14	26
7	8-71	5	14	6	6	18	35
8	8-71	17	12	13	5	12	27
9	8-71	10	16	11	3	10	34
10	8-71	14	17	9	10	6	28
11	8-71	4	20	12	11	7	30
12	8-71	19	24	12	1	5	23
13	8-71	10	17	3	4	11	39

APPENDIX A, TABLE V

SELF-ACTUALIZATION TEST (POST-TEST)
Target Population

	Date	A	B	C	D	E	F
1	1-72	13	15	12	12	11	21
2	1-72	6	18	10	6	15	28
3	1-72	10	11	4	7	18	34
4	1-72	7	19	7	9	16	26
5	1-72	8	19	10	8	11	28
6	1-72	0	12	19	14	13	26
7	1-72	5	15	11	8	11	35
8	1-72	7	11	4	4	18	37
9	1-72	15	16	10	1	9	33
10	1-72	19	16	6	9	8	23
11	1-72	9	19	18	6	9	33
12	1-72	14	15	12	4	16	23
13	1-72	11	15	10	3	13	34

APPENDIX A, TABLE VI

XYZ TEST (PRE-TEST)
Target Population

	Date	X	Y	Z
1	8-71	38	36	52
2	8-71	29	44	53
3	8-71	28	42	56
4	8-71	36	43	47
5	8-71	39	34	53
6	8-71	51	31	44
7	8-71	40	44	42
8	8-71	45	41	40
9	8-71	33	46	47
10	8-71	23	44	59
11	8-71	39	40	47
12	8-71	39	40	47
13	8-71	38	41	47

APPENDIX A, TABLE VII

XYZ TEST (POST-TEST)
Target Population

	Date	X	Y	Z
1	1-72	35	39	52
2	1-72	32	40	54
3	1-72	29	47	50
4	1-72	42	41	43
5	1-72	51	35	40
6	1-72	46	33	47
7	1-72	42	47	37
8	1-72	25	48	53
9	1-72	31	44	51
10	1-72	23	43	60
11	1-72	32	43	51
12	1-72	41	41	44
13	1-72	31	44	51

APPENDIX B

The tables that follow contain data that indicate demographic information about the participants involved in the In-Service Training Program for Child-Serving Para-Professionals. The tables also give information concerning how the participants of a given agency reacted to various proposed areas of emphasis for the program. The rationale for this procedure is that an effective program may best meet the needs of those it serves by first determining the nature and priority of problems as they exist. The curriculum is then determined to a large extent by the response patterns of the participants as depicted by the tables that follow. During March of 1971, questionnaires were administered to the proposed participants. The questionnaires were structured to obtain identification data and information to assist in the structuring of the curriculum according to the expressed needs of the participants.

APPENDIX B

TABLE I - YOUTH STUDY CENTER

Demographic Data:

Respondents:	Age Range:
N = 12	*22 - 55 yrs.*

Education Levels:

Elementary	= 0 =	0%
High School	= 5 =	42%
College	= 7 =	58%

Age Distribution:

15 - 20	= 0 =	0%
21 - 30	= 4 =	33%
31 - 40	= 3 =	25%
41 - 50	= 2 =	17%
51+	= 3 =	25%

Sex Factors:

Male = 9 = 75%

Female = 3 = 25%

Marital Status:

Single	= 3 =	25%
Married	= 7 =	58%
Separated	= 0 =	0%
Divorced	= 2 =	17%

Employment: Salaried Employees = 12 = 100%
Volunteers = 0 = 0%

Informational Data:

A - Understanding Child Behavior	8 = 67%
B - Early Recognition of Delinquency	7 = 58%
C - Available Places to Refer Delinquent Children for Services	8 = 67%
D - Increased Team Problem Solving Ability	7 = 58%

SUMMARY:

Attention is centered upon response patterns for the four options to question 2, page 2 of the questionnaire. Respondents were allowed to select any number of the options; therefore, the percentage figures given for this question will not total 100%. All options were recommended for inclusion into the training program. Slightly more favored by the respondents were the following two areas: Option A, (Understanding Child Behavior) and Option C, (Available Places to Refer Delinquent Children for Services).

APPENDIX B

TABLE II - LOWER NINTH WARD

Demographic Data:			
Respondents:	Age Range:	Age Distribution:	Sex Factors:
N = 6	*23 - 49 yrs.*	*15 - 20 = 0 = 0%* *21 - 30 = 3 = 50%* *31 - 40 = 2 = 33%* *41 - 50 = 1 = 17%* *51+ = 0 = 0%*	Male *1 = 17%* Female *5 = 83%*
Education Levels:			Marital Status:
Elementary *0 = 0%* High School *2 = 33%* College *4 = 67%*			Single *2 = 33%* Married *4 = 67%* Separated *0 = 0%* Divorced *0 = 0%*
Employment: Salaried Employees *6 = 100%* Volunteers *0 = 0%*			

Informational Data:

A - Understanding Child Behavior	*5 = 83%*
B - Early Recognition of Delinquency	*4 = 67%*
C - Available Places to Refer Delinquent Children for Services	*3 = 50%*
D - Increased Team Problem Solving Ability	*5 = 83%*

SUMMARY:

The respondents at the lower ninth ward apparently felt that Option A, (Understanding Child Behavior) and Option D, (Increased Team Problem Solving Ability) were areas that should be recommended for inclusion into the training program. Option B, (Early Recognition of Delinquency) was also considered important. However, only half of the respondents felt that Option C, (Available Places to Refer Delinquent Children for Services) merited consideration for inclusion in the training program.

APPENDIX B

TABLE III - CITY DEPARTMENT OF WELFARE

Demographic Data:

Respondents:	Age Range:
N = 3	*36 - 50 yrs*

Education Levels:

Elementary	*= 0 = 0%*
High School	*= 0 = 0%*
College	*= 3 =100%*

Age Distribution:

15 - 20	*= 0 =*	*0%*
21 - 30	*= 0 =*	*0%*
31 - 40	*= 2 =*	*67%*
41 - 50	*= 1 =*	*33%*
51+	*= 0 =*	*0%*

Sex Factors:

Male	*= 3 = 100%*
Female	*= 0 = 0%*

Marital Status:

Single	*= 0 = 0%*
Married	*= 3 =100%*
Separated	*= 0 = 0%*
Divorced	*= 0 = 0%*

Employment: Salaried Employees *= 3 = 100%*
Volunteers *= 0 = 0%*

Informational Data:

A - Understanding Child Behavior	*3 = 100%*
B - Early Recognition of Delinquency	*3 = 100%*
C - Available Places to Refer Delinquent Children for Services	*3 = 100%*
D - Increased Team Problem Solving Ability	*2 = 67%*

SUMMARY

Apparently the three respondents at the City Welfare Department felt that the four options were of nearly equal importance, with Option D, (Increased Team Problem Solving Ability) receiving the least support.

APPENDIX B

TABLE IV - HOME START

Demographic Data:

Respondents:	Age Range:
N = 8	21 - 45 yrs.

Age Distribution:

15 - 20	= 0 =	0%
21 - 30	= 4 =	50%
31 - 40	= 3 =	38%
41 - 50	= 1 =	12%
51+	= 0 =	0%

Sex Factors:

Male = 1 = 12%

Female = 7 = 88%

Education Levels:

Elementary	1 =	12%
High School	7 =	88%
College	0 =	0%

Marital Status:

Single	= 1 =	12%
Married	= 7 =	88%
Separated	= 0 =	0%
Divorced	= 0 =	0%

Employment:

Salaried Employees	12 =	100%
Volunteers	0 =	0%

Informational Data:

A - Understanding Child Behavior	8 =	100%
B - Early Recognition of Delinquency	5 =	63%
C - Available Places to Refer Delinquent Children for Services	4 =	50%
D - Increased Team Problem Solving Ability	4 =	50%

SUMMARY:

The Home Start Agency respondents unanimously endorsed Option A, (Understanding Child Behavior) as the most favorable addition to the training program. Option B,(Early Recognition of Delinquency) was considered to be the second most important area that could be added to the training program. Option C,(Available Places to Refer Delinquent Children for Services) and Option D,(Increased Team Problem Solving Ability) received support from one-half of the respondents at the Home Start Agency.

APPENDIX B

TABLE V - JUVENILE BUREAU

Demographic Data:

Respondents:	Age Range:
N = 30	21 = 58

Education Levels:

Elementary	0 = 0%
High School	11 = 37%
College	19 = 63%

Age Distribution:

15 - 20	0 = 0%
21 - 30	11 = 37%
31 - 40	12 = 40%
41 - 50	6 = 20%
50+	1 = 3%

Sex Factors:

Male	27 = 90%
Female	3 = 10%

Marital Status:

Single	0 = 0%
Married	29 = 97%
Separated	0 = 0%
Divorced	1 = 3%

Employment:

Salaried Employees	30 = 100%
Volunteers	0 = 0%

Informational Data:

A - Understanding Child Behavior	27 = 90%
B - Early Recognition of Delinquency	19 = 63%
C - Available Places to Refer Delinquent Children for Services	24 = 80%
D - Increased Team Problem Solving Ability	11 = 37%

SUMMARY:

Option A,(Understanding Child Behavior) was the most highly recommended area for inclusion into the training program. Respondents at the Juvenile Bureau gave second priority to Option C, (Available Places to Refer Delinquent Children for Services) as an area for inclusion into the training program. Option B, (Early Recognition of Delinquency) received strong support, registering 63% support from the respondents at the Juvenile Bureau. Option D, (Increased Team Problem Solving Ability) did not receive substantial support from respondents at the Juvenile Bureau.

APPENDIX B

TABLE VI - URBAN LEAGUE

Demographic Data:

Respondents:	Age Range:
N = 6	*25 - 45 yrs.*

Age Distribution:

15 - 20 = 0 = 0%
21 - 30 = 4 = 75%
31 - 40 = 1 = 12.5%
41 - 50 = 1 = 12.5%
51+ = 0 = 0%

Sex Factors:

Male *0 = 0%*

Female *6 = 100%*

Education Levels:

Elementary	*1 = 17%*
High School	*3 = 50%*
College	*2 - 33%*

Marital Status:

Single	*0 = 0%*
Married	*2 = 33%*
Separated	*0 = 0*
Divorced	*4 = 67%*

Employment:

Salaried Employees	*6 = 100%*
Volunteers	*0 = 0%*

Informational Data:

A - Understanding Child Behavior	*6 = 200%*
B - Early Recognition of Delinquency	*3 = 50%*
C - Available Places to Refer Delinquent Children for Services	*2 = 33%*
D - Increased Team Problem Solving Ability	*3 = 50%*

SUMMARY:

Option A, (Understanding Child Behavior) registered very high as an area to be recommended for inclusion in the training program. Urban League respondents gave equal support to Option B, (Early Recognition of Delinquency) and Option D, (Increased Team Solving Ability), with one-half of the respondents selecting these areas. Option C, (Available Places to Refer Delinquent Children for Services) did not carry much weight with these respondents.

APPENDIX B

TABLE VII - DIVISION OF CHILD WELFARE

Demographic Data:

Respondents:	Age Range:
N = 3	*42 - 53*

Age Distribution:

15 - 20 = 0 = 0%
21 - 30 = 0 = 0%
31 - 40 = 0 = 0%
41 - 50 = 2 = 67%
51+ = 1 = 33%

Sex Factors:

Male *0 = 0%*

Female *3 =100%*

Education Levels:

Elementary	*2 = 67%*
High School	*1 = 33%*
College	*0 = 0%*

Marital Status:

Single	0 = 0%
Married	*1 = 33%*
Separated	*0 = 0%*
Divorced	*2 = 67%*

Employment: Salaried Employees *3 = 100%*
Volunteers *0 = 0%*

Informational Data:

A - Understanding Child Behavior	*2 = 67%*
B - Early Recognition of Delinquency	*1 = 33%*
C - Available Places to Refer Delinquent Children for Services	*1 = 33%*
D - Increased Team Problem Solving Ability	*2 = 67%*

SUMMARY:

Option A, (Understanding Child Behavior) and Option D,(Increased Team Problem Solving Ability) were considered to be the most important additions for consideration in terms of inclusion in the training program by the respondents at the Division of Child Welfare.

APPENDIX B

TABLE VIII - PHILLIPS DAY CARE CENTER

Demographic Data:

Respondents:	Age Range:
N = 9	*22 - 42 yrs.*

Age Distribution:

15 - 20	*= 0*	*= 0%*
21 - 30	*= 5*	*= 55%*
31 - 40	*= 3*	*= 33%*
41 - 50	*= 1*	*= 12%*
51+	*= 0*	*= 0%*

Sex Factors:

Male	*1 = 12%*
Female	*8 = 88%*

Education Levels:

Elementary	*0 = 0%*
High School	*3 =33%*
College	*6 =67%*

Marital Status:

Single	*1 = 12%*
Married	*7 = 76%*
Separated	*0 = 0%*
Divorced	*1 = 12%*

Employment:

Salaried Employees	*9 = 100%*
Volunteers	*0 = 0%*

Informational Data:

A - Understanding Child Behavior	*9 = 100%*
B - Early Recognition of Delinquency	*6 = 67%*
C - Available Places to Refer Delinquent Children for Services	*2 = 22%*
D - Increased Team Problem Solving Ability	*6 = 67%*

SUMMARY:

The respondents at the Phillips Day Care Center unanimously recommended Option A, (Understanding Child Behavior) as an area for inclusion in the training program. Option B, (Early Recognition of Delinquency) and Option D,(Increased Team Problem Solving Ability) were also well recommended for the training program. Option C, (Available Places to Refer Delinquent Children for Services) received little support from the respondents at the Phillips Day Care Center.

APPENDIX B

TABLE IX - NEW ORLEANS POLICE DEPARTMENT (URBAN SQUAD)

Demographic Data:

Respondents:	Age Range:
N = 5	*22 - 28 yrs.*

Education Levels:

Elementary	*0 = 0%*
High School	*2 = 40%*
College	*3 = 60%*

Age Distribution:

15 - 20	*0 =*	*0%*
21 - 30	*5 =*	*100%*
31 - 40	*0 =*	*0%*
41 - 50	*0 =*	*0%*
51+	*0 =*	*0%*

Sex Factors:

Male	*5 = 100%*
Female	*0 = 0%*

Marital Status:

Single	*0 = 0%*
Married	*5 = 100%*
Separated	*0 = 0%*
Divorced	*0 = 0%*

Employment:

Salaried Employees	*5 = 100%*
Volunteers	*0 = 0%*

Informational Data:

A - Understanding Child Behavior	*2 = 40%*
B - Early Recognition of Delinquency	*4 = 80%*
C - Available Places to Refer Delinquent Children for Services	*4 = 80%*
D - Increased Team Problem Solving Ability	*1 = 20%*

SUMMARY:

The respondents at this agency showed somewhat different response patterns as they gave priority to Option B, (Early Recognition of Delinquency) and Option C, (Available Places to Refer Delinquent Children for Services). This reaction may be a function of employment position. Option A, (Understanding Child Behavior), generally given top priority by most other agencies, was not highly regarded by this agency. Option D, (Increased Team Problem Solving Ability) received even less support.

APPENDIX B

TABLE X - DESIRE COMMUNITY CENTER

Demographic Data:

Respondents:	Age Range:
N = 7	*20 - 28 yrs.*

Education Levels:

Elementary	*0 = 0%*
High School	*5 = 72%*
College	*2 = 28%*

Age Distribution:

15 - 20 = 1 = 14%
21 - 30 = 6 = 86%
31 - 40 = 0 = 0%
41 - 50 = 0 = 0%
51+ = 0 = 0%

Sex Factors:

Male	*7 = 100%*
Female	*0 = 0%*

Marital Status:

Single	*6 = 86%*
Married	*1 = 14%*
Separated	*0 = 0%*
Divorced	*0 = 0%*

Employment: Salaried Employees *7 = 100%*
Volunteers *0 = 0%*

Informational Data:

A - Understanding Child Behavior	*7 = 100%*
B - Early Recognition of Delinquency	*2 = 28%*
C - Available Places to Refer Delinquent Children for Services	*6 = 86%*
D - Increased Team Problem Solving Ability	*6 = 86%*

SUMMARY:

Option A, (Understanding Child Behavior) received more support than the other options. However, Option C, (Available Places to Refer Delinquent Children for Services) and Option D, (Increased Team Problem Solving Ability) followed closely behind. Option B, (Early Recognition of Delinquency) received only minimal support from the respondents at this agency.

APPENDIX B

TABLE XI - MARY BUCK HEALTH CENTER

Demographic Data:

Respondents:	Age Range:
N = 2	*36 - 37 yrs.*

Education Levels:

Elementary	*0 = 0%*
High School	*2 = 100%*
College	*0 = 0%*

Age Distribution:

15 - 20	*= 0 =*	*0%*
21 - 30	*= 0 =*	*0%*
31 - 40	*= 2 =*	*100%*
41 - 50	*= 0 =*	*0%*
51+	*= 0 =*	*0%*

Sex Factors:

Male	*0 = 0%*
Female	*2 = 100%*

Marital Status:

Single	*1 = 50%*
Married	*1 = 50%*
Separated	*0 = 0%*
Divorced	*0 = 0%*

Employment:

Salaried Employees	*2 = 100%*
Volunteers	*0 = 0%*

Informational Data:

A - Understanding Child Behavior	*2 =*	*100%*
B - Early Recognition of Delinquency	*2 =*	*100%*
C - Available Places to Refer Delinquent Children for Services	*2 =*	*100%*
D - Increased Team Problem Solving Ability	*2 =*	*100%*

SUMMARY:

As there were only two participants at this agency, the figures above require little elaboration. Both respondents concurred on the need for inclusion of all options in the training program. They assigned equal value to each potential addition to the training program.

APPENDIX B

TABLE XII - CITY WELFARE AGENCY

Demographic Data:

Respondents:	Age Range:
N = 2	*28 - 47 yrs.*

Age Distribution:

15 - 20 = 0 = 0%
21 - 30 = 1 = 50%
31 - 40 = 0 = 0%
41 - 50 = 1 = 50%
51+ = 0 = 0%

Sex Factors:

Male *0 = 0%*

Female *2 - 100%*

Education Levels:

Elementary	*0 = 0%*
High School	*2 = 100%*
College	*0 = 0%*

Marital Status:

Single	*1 = 50%*
Married	*0 = 0*
Separated	*0 = 0%*
Divorced	*1 = 50%*

Employment: Salaried Employees *2 = 100%*
Volunteers *0 = 0%*

Informational Data:

A - Understanding Child Behavior	*2 = 100%*
B - Early Recognition of Delinquency	*2 = 100%*
C - Available Places to Refer Delinquent Children for Services	*1 = 50%*
D - Increased Team Problem Solving Ability	*0 = 0%*

SUMMARY:

As with some of the other participating agencies, there were only two respondents completing the questionnaire at the City Welfare Agency. Therefore, beyond simple presentation of the figures for this information questionnaire, no verbal embellishment is offered.

APPENDIX B

TABLE XIII - DIVISION OF FOSTER CARE SERVICES

Demographic Data:

Respondents:	Age Range:
N = 2	*55 - 58 yrs.*

Education Levels:

Elementary	*1 = 50%*
High School	*1 = 50%*
College	*0 = 0%*

Age Distribution:

15 - 20	*= 0 =*	*0%*
21 - 30	*= 0 =*	*0%*
31 - 40	*= 0 =*	*0%*
41 - 50	*= 0 =*	*0%*
51+	*= 2 =*	*100%*

Sex Factors:

Male	*0 = 0%*
Female	*2 = 100%*

Marital Status:

Single	*0 =*	*0%*
Married	*1 =*	*50%*
Separated	*0 =*	*0%*
Divorced	*1 =*	*50%*

Employment:

Salaried Employees	*2 = 100%*
Volunteers	*0 = 0%*

Informational Data:

A - Understanding Child Behavior	*2 = 100%*
B - Early Recognition of Delinquency	*0 = 0%*
C - Available Places to Refer Delinquent Children for Services	*1 = 50%*
D - Increased Team Problem Solving Ability	*1 = 50%*

SUMMARY:

As there were only two participants from this agency, the figures given above do not require elaboration.

APPENDIX B

TABLE XIV - BOYS CLUB

Demographic Data:

Respondents:	Age Range:
N = 8	*15 = 29 yrs.*

Education Levels:

Elementary	*2 = 25%*
High School	*1 = 12%*
College	*5 = 63%*

Age Distribution:

15 - 20	*= 5 =*	*63%*
21 - 30	*= 3 =*	*37%*
31 - 40	*= 0 =*	*0%*
41 - 50	*= 0 =*	*0%*
51+	*= 0 =*	*0%*

Sex Factors:

Male	*6 = 75%*
Female	*2 = 25%*

Marital Status:

Single	*7 = 88%*
Married	*1 = 12%*
Separated	*0 = 0%*
Divorced	*0 = 0%*

Employment:

Salaried Employees	*3 = 37%*
Volunteers	*5 = 63%*

Informational Data:

A - Understanding Child Behavior	*7 = 88%*
B - Early Recognition of Delinquency	*5 = 63%*
C - Available Places to Refer Delinquent Children for Services	*2 = 25%*
D - Increased Team Problem Solving Ability	*6 = 75%*

SUMMARY:

Option A, (Understanding Child Behavior) received more support from this agency than the other areas. The respondents indicated that their second choice would be Option D, (Increased Team Problem Solving Ability). Also receiving a strong endorsement was Option B, (Early Recognition of Delinquency). The respondents at this agency did not indicate much support for Option C, (Available Places to Refer Delinquent Children for Services).

APPENDIX B

TABLE XV - NEW ORLEANS RECREATION DEPARTMENT

Demographic Data:

Respondents:	Age Range:
N = 11	*25 - 41*

Education Levels:

Elementary	*0 = 0%*
High School	*6 = 55%*
College	*5 = 45%*

Age Distribution:

15 - 20	*0*	*0%*
21 - 30	*3*	*27%*
31 - 40	*3*	*27%*
41 - 50	*3*	*27%*
50+	*2*	*18%*

Sex Factors:

Male	*8 = 73%*
Female	*3 = 27%*

Marital Status:

Single	*3 = 27%*
Married	*7 = 64%*
Separated	*1 = 9%*
Divorced	*0 = 0%*

Employment:

Salaried Employees	*11 = 100%*
Volunteers	*0 = 0%*

Informational Data:

A - Understanding Child Behavior	*10 = 91%*
B - Early Recognition of Delinquency	*7 = 64%*
C - Available Places to Refer Delinquent Children for Services	*4 = 36%*
D - Increased Team Problem Solving Ability	*8 = 73%*

SUMMARY:

Option A, (Understanding Child Behavior) garnered almost unanimous support as a proper addition to the training program, as indicated by the respondents at this agency. Option D, (Increased Team Problem Solving Ability) was considered the second most important possible addition to the training program by these respondents. Also receiving good support from these respondents was Option B, (Early Recognition of Delinquency). Option C, (Available Places to Refer Delinquent Children for Services) received very little support from this agency.

APPENDIX B

TABLE XVI - STRONGER HOPE BAPTIST DAY CARE CENTER

Demographic Data:

Respondents:	Age Range:
N = 2	23 - 38

Education Levels:

Elementary	0 = 0%
High School	1 = 50%
College	1 = 50%

Age Distribution:

15 - 20	0 = 0%
21 - 30	1 = 50%
31 - 40	1 = 50%
41 - 50	0 = 0%
51+	0 = 0%

Sex Factors:

Male	0 = 0%
Female	2 = 100%

Marital Status:

Single	0 = 0%
Married	2 = 100%
Separated	0 = 0%
Divorced	0 = 0%

Employment:

Salaried Employees	2 = 100%
Volunteers	0 = 0%

Informational Data:

A - Understanding Child Behavior	2 = 100%
B - Early Recognition of Delinquency	1 = 50%
C - Available Places to Refer Delinquent Children for Services	2 = 100%
D - Increased Team Problem Solving Ability	1 = 50%

SUMMARY:

As there were only two respondents, the data is presented above without elaboration.

APPENDIX B

XVII - MISCELLANEOUS FORMS*

Demographic Data:

Respondents:	Age Range:
N = 8	*23 - 51 yrs.*

Age Distribution:

15 - 20 = 0 = 0%
21 - 30 = 3 = 37.5%
31 - 40 = 2 = 25%
41 - 50 = 2 = 25%
51+ = 1 = 12.5%

Sex Factors:

Male *1 = 12.5%*
Female *7 = 87.5%*

Education Levels:

Elementary *2 = 25%*
High School *5 = 62.5%*
College *1 = 12.5%*

Marital Status:

Single *1 = 12.5%*
Married *4 = 50%*
Separated *1 = 12.5%*
Divorced *2 = 25%*

Employment: Salaried Employees *6 = 75%*
Volunteers *2 = 25%*

Informational Data:

A - Understanding Child Behavior *8 = 100%*
B - Early Recognition of Delinquency *4 = 50%*
C - Available Places to Refer Delinquent Children for Services *5 = 63%*
D - Increased Team Problem Solving Ability *6 = 75%*

SUMMARY:

Option A, (Understanding Child Behavior) received unanimous support from the respondents. Option D, (Increased Team Problem Solving Ability) followed in terms of popularity with these respondents. Option C, (Available Places to Refer Delinquent Children for Services) and Option B, (Early Recognition of Delinquency) came close behind in terms of relative importance according to these respondents.

*This is a collection of miscellaneous forms. In this collection, there are no two forms from the same agency; therefore, they have been combined in the table above to simplify reporting of results.

APPENDIX C

The tables that follow contain data revealing the reactions of the trainees to each session. Accompanying each table, there is a brief analysis of the data for that particular session. The tables are identified according to date and relevant information concerning the topics of the corresponding session.

Close examination of these tables will reveal that overall the participants felt the trainers were well qualified and capable in presenting the materials for the sessions. The composite table below shows the high level of acceptance of trainee presentations.

COMPOSITE TABLE

Question	Evaluations				No spc
1	Excellent=121=46.5%	Good=86=29.8%	Fair=33=13.0%	Poor=20=8.5%	6=2
2	Excellent=103=38.6%	Good=98=36.3%	Fair=37=13.8%	Poor=20=8.5%	8=2
3	Yes= 254 = 94.1%	No= 7 = 3.2%	No Response = 5 = 2.7%		
4	Yes= 243 = 90.6%	No=14 = 5.6%	No Response = 9 = 3.8%		
5	Yes= 244 = 91.0%	No=12 = 4.9%	No Response = 10 = 4.1%		

An examination of the data contained in the composite table suggests that the sessions were accepted enthusiastically by the trainees.

Seventy-six percent (76.3%) of the respondents evaluated the sessions totally as either excellent or good (Question 1, Composite Table). Almost seventy-five percent (74.9%) of the trainees indicated that they felt that stated objectives had been met during the sessions (Question 2, Composite Table).

According to the data, 94.1% indicated that they felt free to participate in the sessions (Question 3, Composite Table), while 90.6% stated that the sessions covered points applying to their respective positions or volunteer assignments at the participating agencies (Question 4, Composite Table).

Finally, 91.0% of the participants concurred that the practice of administering pre-tests prior to sessions served as a motivating factor for the ensuing presentation.

During the course of the training program, presentations were given by authorities in relevant fields. To gain information concerning the relative merits of a given session as seen through the eyes of the trainees, evaluation forms were constructed and administered to the para-professionals. At the conclusion of the session, they received an evaluation form containing the following directions:

> "This evaluation form will be distributed following each delivery to assist us in determining the information that will be considered for the curriculum content. Please answer the questions using the following ratings: 1=excellent, 2=good, 3=fair, 4=poor."

The questions on the form were:

1 - I would generally rate the session as being

1 2 3 4

2 - Rate the manner in which you felt the objectives were met

1 2 3 4

3 - Did you feel free to participate in the discussion(s)? If no, why not?

YES
NO

4 - In relation to your responsibilities did the delivery provide information that could be utilized in your present position or volunteer assignment?

YES
NO

5 - Was the pre-test interesting and perhaps a motivating factor in preparing you for the delivery?

YES
NO

Actual evaluation forms as used in the program are located elsewhere in the Appendix.

APPENDIX C

TABLE I - JULY 12, 1971

TOPIC: GUIDING YOUR CHILD FROM BIRTH TO SCHOOL

SPEAKER: RAY SWAN, TULANE UNIVERSITY

Question	EVALUATIONS				No Respon:
1	Excellent = 12 = 60%	Good= 4 = 20%	Fair= 3=15%	Poor= 1 = 5%	1
2	Excellent = 10 = 50%	Good= 5 = 25%	Fair= 2=10%	Poor= 2=10%	2
3	Yes = 21 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 19 = 89.2%	No = 0 = 0%	No Response = 2 = 10.8%		
5	Yes = 20 = 94.6	No = 0 = 0%	No Response = 1 = 6.4%		

SUMMARY:

Analysis of data recorded on the evaluation forms and presented in the above table reveals that this session of July 12, 1971, was well accepted by the participants.

Roughly eighty percent (80%) of the respondents considered the session worthwhile (Question 1, Table I), evaluating it as either good or excellent. Approximately seventy-five percent (75%) of the trainees indicated that they felt that stated objectives had been successfully met (Question 2, Table I).

According to the data, all participants indicated that they felt free to participate in on-going activities (Question 3, Table I). Respondents agreed that the sessions covered points applying to their respective positions or volunteer assignments (Question 4, Table I). Everyone concurred that the pre-test was a significant motivating factor (Question 5, Table I).

APPENDIX C

TABLE II - JULY 14, 1971

TOPIC: GUIDING YOUR CHILD FROM BIRTH TO SCHOOL

SPEAKER: RAYMOND SWAN, TULANE UNIVERSITY

Question	Evaluations				No Response
1	Excellent = 6 = 42%	Good= 4= 29%	Fair= 3=21%	Poor= 1=7%	0
2	Excellent = 4 = 29%	Good= 7= 50%	Fair= 2=15%	Poor= 1=7%	0
3	Yes = 14 = 100%	No = 0 = 0%	No Response = 0		
4	Yes = 14 = 100%	No = 0 = 0%	No Response = 0		
5	Yes = 13 = 100%	No = 0 = 0%	No Response = 1		

SUMMARY:

The session of July 14, 1971, was successful. This assertion is based upon an analysis of the data recorded on evaluation forms by the trainees and reproduced in the above table.

Seventy-one percent (71%) considered the session worthwhile, evaluating it as either excellent or good (Question 1, TableII). A similar percentage had a positive reaction concerning the manner in which objectives were met (Question 2, Table II).

According to the data, all participants indicated that they felt free to participate in on-going activities (Question 3, TableII). All respondents agreed that the session covered points applying to their respective positions or volunteer assignments (Question 4, TableII). Every one concurred that the pre-test was a significant motivating factor (Question 5, TableII).

APPENDIX C

TABLE III-JULY 14, 1971

TOPIC: GUIDING YOUR CHILD FROM BIRTH TO SCHOOL

SPEAKER: RAYMOND SWAN, TULANE UNIVERSITY

Question	Evaluations				No Respons
1	Excellent = 16=76%	Good= 2 = 8%	Fair= 0 =0%	Poor= 3 =16%	0
2	Excellent = 10=44%	Good= 8 = 34%	Fair= 0 =0%	Poor= 3 =16%	0
3	Yes = 21 = 100%	No = 0 = 0%	No Response = 0		
4	Yes = 21 = 100%	No = 0 = 0%	No Response = 0		
5	Yes = 20 = 96%	No = 1 = 4%	No Response = 0		

SUMMARY:

Evaluation form data gathered from the participants and presented in the above table suggests a highly successful session.

Eighty-six percent (86%) of the respondents considered the session worthwhile, evaluating it as either excellent or good (Question 1, TableIII). The same percentage of respondents had positive reactions to the manner in which objectives were met (Question 2, Table III).

All participants indicated that they felt free to participate in on-going activities (Question 3, TableIII). All trainees agreed that the session covered points relevant to their respective positions or volunteer assignments (Question 4, TableIII). All but one of the participants concurred that the pre-test was a significant motivating factor (Question 5, Table III).

APPENDIX C

TABLE IV - JULY 26, 1971

TOPIC: This session was centered upon gathering reactions to films that stress the importance of personality and emotions.

GUEST SPEAKERS: DOROTHY RANDOLPH, TULANE UNIVERSITY; BERYL RICHARDSON, NEW ORLEANS PUBLIC SCHOOLS; ARTHUR PERROT, NEW ORLEANS POLICE DEPARTMENT; BETTY SPENCER, DEPARTMENT OF HOSPITALS AND RITA TREGRE, NEW ORLEANS PUBLIC SCHOOLS

Question	Evaluations				No Response
1	Excellent = 3=37.5%	Good= 4=50%	Fair= 0=0%	Poor= 0 =0%	1=12.5%
2	Excellent = 5=62.5%	Good= 1=12.5%	Fair=1=12.5%	Poor= 0 =0%	1=12.5%
3	Yes = 8 = 100%	No = 0= 0%	No Response = 0		
4	Yes = 6 = 75%	No = 2=25%	No Response = 0		
5	Yes = 8 = 100%	No = 0= 0%	No Response = 0		

SUMMARY:

Analysis of the data recorded on evaluation forms and presented in the above table reveals that this session of July 26, 1971, was well accepted by the trainees as a meaningful session.

All of the respondents considered the session worthwhile (Question 1, Table IV), with a similar percentage rating stated objectives as having been successfully consummated (Question 2, Table IV).

According to the data, all participants indicated that they felt free to participate in the session (Question 3, Table IV). Three-fourths of the respondents agreed that the session covered points applying to their respective positions or volunteer assignments (Question 4, Table IV). All participants concurred with the position that the pre-test was a significant motivating factor (Question 5, Table IV).

APPENDIX C

TABLE V - JULY 28, 1971 - GROUP I

TOPIC: CHILD GROWTH AND DEVELOPMENT

SPEAKER: BLANCHE THOMAS, MNA REPRESENTATIVE

CONSULTANT: ANNA B. HENRY, NEW ORLEANS PUBLIC SCHOOLS

Question	Evaluations				No Respon
1	Excellent = 7 = 44%	Good= 7 =44%	Fair= 1=6%	Poor= 1 =6%	0
2	Excellent = 7 = 44%	Good= 6 =38%	Fair= 3=18%	Poor= 0 =0%	0
3	Yes = 16 = 100%	No = 0 = 0%	No Response = 0		
4	Yes = 16 = 100%	No = 0 = 0%	No Response = 0		
5	Yes = 16 = 100%	No = 0 = 0%	No Response = 0		

SUMMARY:

This session of July 28, 1971, was apparently quite successful. Eighty-eight percent (88%) of the respondents evaluated the session as generally meaningful (Question 1, Table V). Eighty-one percent (81%) of the respondents considered stated objectives appropriately consummated (Question 2, Table V).

According to the data, all participants indicated that they felt free to engage in on-going activities (Question 3, Table V). Everyone concurred that the session covered points applying to their respective positions or volunteer assignments (Question 4, Table V). All sixteen respondents agreed that the pre-test was a significant motivating factor (Question 5, Table V).

APPENDIX C

TABLE VI - JULY 28, 1971 - GROUP II

TOPIC: CHILD GROWTH AND DEVELOPMENT

SPEAKER: DORETHA BURNS, MNA REPRESENTATIVE

CONSULTANT: ANNA B. HENRY, NEW ORLEANS PUBLIC SCHOOLS

Question	Evaluations				No Response
1	Excellent = 5 = 36%	Good= 4 = 29%	Fair= 1= 7%	Poor= 4=29%	0
2	Excellent = 2 = 14%	Good= 7 = 50%	Fair= 1= 7%	Poor= 4=29%	0
3	Yes = 13 = 93%	No = 1 = 7%	No Response = 0		
4	Yes = 14 =100%	No = 0 = 0%	No Response = 0		
5	Yes = 14 =100%	No = 0 = 0%	No Response = 0		

SUMMARY:

Although this session could be considered successful if one looked only at percentages, it was not as well accepted by these trainees as other sessions.

Sixty-five percent (65%) of the trainees considered the session worthwhile (Question 1, Table VI), with the same percentage rating stated objectives for the session as having been successfully consummated (Question 2, Table VI).

All but one of the participants indicated that they felt free to participate in on-going activities (Question 3, Table VI). Trainees concurred that the sessions covered points applying to their respective positions or volunteer assignments (Question 4, Table VI). The participants were unanimous in vouching for the pre-test as a significant motivating factor (Question 5, Table VI).

APPENDIX C

TABLE VII- AUGUST 2, 1971

TOPIC: ATTITUDE PREREQUISITES

SPEAKER: EMMA B. BROMON, TRAINING ASSOCIATE
FAMILY PLANNING, INC.

Question	Evaluations				No Respons
1	Excellent = 2 = 19%	Good= 5 =45%	Fair= 4=36%	Poor= 0=0%	0
2	Excellent = 2 = 19%	Good= 4 =36%	Fair= 5=45%	Poor= 0=0%	0
3	Yes = 11 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 7 = 63%	No = 1 = 9%	No Response = 3 =28%		
5	Yes = 8 = 72%	No = 1 = 9%	No Response = 2 =19%		

SUMMARY:

Generally, this session was successful as sixty-four percent (64%) of the respondents evaluated its overall impact as either good or excellent (Question 1, TableVII). A majority (55%) rated stated objectives as adequately met (Question 2, Table VII).

All participants indicated that they felt free to participate in the activities of the session. Sixty-three percent (63%) concurred with the position that the session covered material relevant to their respective positions or volunteer assignments (Questions 3 and 4 TableVII). Almost three-fourths of the respondents (72%) indicated that they felt that the pretest was a significant motivating factor (Question 5, Table VII).

APPENDIX C

TABLE VIII - AUGUST 4, 1971

TOPIC: INCREASED TEAM PROBLEM SOLVING ABILITY

SPEAKER: REVEREND NATHANIAL P. WILLIAMS

Question	Evaluations				No Response
1	Excellent = 4 = 80%	Good= 0 = 0%	Fair= 0 =0%	Poor= 1=20%	0
2	Excellent = 4 = 80%	Good= 0 = 0%	Fair= 0 =0%	Poor= 1=20%	0
3	Yes = 5 = 100%	No = 0 = 0%	No Response = 0		
4	Yes = 5 = 100%	No = 0 = 0%	No Response = 0		
5	Yes = 5 = 100%	No = 0 = 0%	No Response = 0		

SUMMARY:

The trainees registered positive reactions to the session. Eighty percent (80%) reacted favorably to the session and rated it high in terms of meeting stated objectives (Questions 1 and 2, Table VIII).

According to the data, all participants indicated that they felt free to participate in on-going activities (Question 3, Table VIII) Respondents agreed that the session covered points relevant to their respective positions or volunteer assignments (Question 4, Table VIII). Everyone concurred that the pre-test was a significant motivating factor (Question 5, Table VIII).

APPENDIX C

TABLE IX - AUGUST 4, 1971 - GROUP II

TOPIC: INCREASED TEAM PROBLEM SOLVING ABILITY

SPEAKER: REVEREND NATHANIAL P. WILLIAMS

Question	Evaluations				No Respons
1	Excellent = 7 = 50%	Good= 6 = 42%	Fair= 1=8%	Poor= 0=0%	0
2	Excellent = 5 = 34%	Good= 8 = 58%	Fair= 1=8%	Poor= 0=0%	0
3	Yes = 14 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 14 = 100%	No = 0 = 0%	No Response = 0 = 0%		
5	Yes = 13 = 92%	No = 0 = 0%	No Response = 1 = 3%		

SUMMARY:

The data for this session reveals that the trainees had a very positive reaction tc session activities.

Ninety-two percent (92%) of the trainees indicated that they felt that the session as a whole was meaningful and worthwhile. The same percentage registered positive reactions (either good or excellent) to the manner in which stated objectives were met (Questions 1 and 2, Table IX).

Data analysis reveals that all participants indicated that they felt free to participate in session activities (Question 3, Table IX).

Respondents agreed that the session covered points applying to their respective positions or volunteer assignments (Question 4, Table IX). Ninety-two percent (92%) of the trainees concurred that the pre-test was a significant factor in motivating interest in the session (Question 5, Table IX).

APPENDIX C

TABLE X - AUGUST 9, 1971

TOPIC: INCREASING TEAM PROBLEM SOLVING ABILITY

SPEAKER: REVEREND NATHANIAL P. WILLIAMS

Question	Evaluations				No Response
1	Excellent = 5 = 23%	Good= 10=45%	Fair= 3=14%	Poor= 4=18%	0
2	Excellent = 4 = 18%	Good= 11=50%	Fair= 3=14%	Poor= 4=18%	0
3	Yes = 19 = 86%	No = 3 =14%	No Response = 0 = 0%		
4	Yes = 20 = 91%	No = 2 = 9%	No Response = 0 = 0%		
5	Yes = 16 = 73%	No = 5 =23%	No Response = 1 = 4%		

SUMMARY:

Generally this was a successful session, although there were dissenting opinions. Approximately two-thirds of the respondents indicated positive feelings about the session generally (Question 1, Table X). The same number indicated that the session had succeeded in terms of objectives met (Question 2, Table X).

Most participants considered the session open to free discussion (Question 3, Table X), with meaningful application to their present positions (Question 4, Table X). Generally, the pre-test was considered to be of value as a motivating factor (Question 5, Table X).

APPENDIX C

TABLE XI - AUGUST 11, 1971

TOPIC: THE PREVENTION OF JUVENILE DELINQUENCY

SPEAKER: DONALD A. RADEMACHER, SOUTHERN DIRECTOR
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

Question	Evaluations				No Respon
1	Excellent = 2 = 17%	Good= 2 = 17%	Fair= 3=25%	Poor= 3=25%	2 =17%
2	Excellent = 1 = 8%	Good= 5 = 42%	Fair= 1= 8%	Poor= 4=33%	1 = 8%
3	Yes = 8 = 67%	No = 2 = 17%	No Response = 2 = 17%		
4	Yes = 6 = 50%	No = 5 = 42%	No Response = 1 = 8%		
5	Yes = 11 = 92%	No = 0 = 0%	No Response = 1 = 8%		

SUMMARY:

Analysis of data reveals that the session was, at best, acceptable in terms of trainee response patterns. A significant number of respondents indicated that generally the session was lacking (Question 1, Table XI).

Indications are that the respondents felt that stated objectiv were not met (Question 2, Table XI). However, the majority felt that the session was open with freedom of participation allowed (Question 3, Table XI).

Significant numbers of responses revealed that there was some question whether the material presented in the session was of merit (Question 4, Table XI). The pre-test was considered to be a good motivating factor by these respondents (Question 5, Table XI).

APPENDIX C

TABLE XII - AUGUST 25, 1971

TOPIC: THE PREVENTION OF JUVENILE DELINQUENCY

SPEAKER: DONALD A. RADEMACHER, SOUTHERN DIRECTOR
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

Question	Evaluations				No Response
1	Excellent = 5 = 33%	Good= 6= 40%	Fair= 3=20%	Poor= 0=0%	1 = 7%
2	Excellent = 3 = 20%	Good= 8 =53%	Fair= 4=27%	Poor= 0=0%	0 = 0%
3	Yes = 14 = 93%	No = 0 = 0%	No Response = 1 = 7%		
4	Yes = 14 = 93%	No = 0 = 0%	No Response = 1 = 7%		
5	Yes = 15 =100%	No = 0 = 0%	No Response = 0 = 0%		

SUMMARY:

Over three-fourths of the respondents rated the session (generally) as either excellent or good, with a similar number indicating that stated objectives had been met (Questions 1 and 2, Table XII).

According to data, all participants indicated that they felt free to participate in session activities (Question 3, Table XII). Similarly, everyone concurred with the position that the session covered material applying to their respective positions or volunteer assignments (Question 4, Table XII).

Respondents agreed that the pre-test was a significant motivating factor (Question 5, Table XII).

APPENDIX C

TABLE XIII - AUGUST 25, 1971

TOPIC: THE PREVENTION OF JUVENILE DELINQUENCY

SPEAKER: DONALD A. RADEMACHER, SOUTHERN DIRECTOR
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

Question	Evaluations				No Respons
1	Excellent = 4 = 19%	Good= 10=48%	Fair= 4=19%	Poor= 3=14%	0=0%
2	Excellent = 2 = 10%	Good= 8=38%	Fair= 7=33%	Poor= 1= 5%	3=14%
3	Yes = 18 = 86%	No = 1 = 5%	No Response = 2 = 9%		
4	Yes = 17 = 82%	No = 2 = 9%	No Response = 2 = 9%		
5	Yes = 15 = 72%	No = 4 =19%	No Response = 2 = 9%		

SUMMARY:

Most participants considered the session either good or excellent in terms of its intrinsic value, with over one-half of the respondents rating stated objectives as appropriately met (Questions 1 and 2, Table XIII).

Nearly all respondents indicated that they felt free to participate in discussions (Question 3, Table XIII). Indications are that the pre-test was a motivating factor in preparing respondents for the delivery (Question 5, Table XIII).

A significant majority (82%) stated that the session covered materials relevant to their respective positions or volunteer assignments (Question 4, Table XIII).

APPENDIX C

TABLE XII - AUGUST 25, 1971

TOPIC: THE PREVENTION OF JUVENILE DELINQUENCY

SPEAKER: DONALD A. RADEMACHER, SOUTHERN DIRECTOR
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

Question	Evaluations				No Response
1	Excellent = 5 = 33%	Good= 6= 40%	Fair= 3=20%	Poor= 0=0%	1 = 7%
2	Excellent = 3 = 20%	Good= 8 =53%	Fair= 4=27%	Poor= 0=0%	0 = 0%
3	Yes = 14 = 93%	No = 0 = 0%	No Response = 1 = 7%		
4	Yes = 14 = 93%	No = 0 = 0%	No Response = 1 = 7%		
5	Yes = 15 =100%	No = 0 = 0%	No Response = 0 = 0%		

SUMMARY:

Over three-fourths of the respondents rated the session (generally) as either excellent or good, with a similar number indicating that stated objectives had been met (Questions 1 and 2, Table XII).

According to data, all participants indicated that they felt free to participate in session activities (Question 3, Table XII). Similarly, everyone concurred with the position that the session covered material applying to their respective positions or volunteer assignments (Question 4, Table XII).

Respondents agreed that the pre-test was a significant motivating factor (Question 5, Table XII).

APPENDIX C

TABLE XIII - AUGUST 25, 1971

TOPIC: THE PREVENTION OF JUVENILE DELINQUENCY

SPEAKER: DONALD A. RADEMACHER, SOUTHERN DIRECTOR
NATIONAL COUNCIL ON CRIME AND DELINQUENCY

Question	Evaluations				No Respons
1	Excellent = 4 = 19%	Good= 10=48%	Fair= 4=19%	Poor= 3=14%	0=0%
2	Excellent = 2 = 10%	Good= 8=38%	Fair= 7=33%	Poor= 1= 5%	3=14%
3	Yes = 18 = 86%	No = 1 = 5%	No Response = 2 = 9%		
4	Yes = 17 = 82%	No = 2 = 9%	No Response = 2 = 9%		
5	Yes = 15 = 72%	No = 4 =19%	No Response = 2 = 9%		

SUMMARY:

Most participants considered the session either good or excellent in terms of its intrinsic value, with over one-half of the respondents rating stated objectives as appropriately met (Questions 1 and 2, Table XIII).

Nearly all respondents indicated that they felt free to participate in discussions (Question 3, TableXIII).Indications are that the pre-test was a motivating factor in preparing respondents for the delivery (Question 5, Table XIII).

A significant majority (82%) stated that the session covered materials relevant to their respective positions or volunteer assignments (Question 4, Table XIII).

APPENDIX C

TABLE XIV - SEPTEMBER 1, 1971
GROUP I

TOPIC: IMPROVING YOUR COMMUNICATION SKILLS FOR THE PURPOSE OF RENDERING SERVICES

SPEAKER: CONSTANTINO GHINI, CONSULTANT-TRAINER, PARA-PROFESSIONAL TRAINING PROGRAM

Question	Evaluations				No Response
1	Excellent = 11 = 55%	Good= 3 = 15%	Fair= 6=30%	Poor= 0 =0%	0
2	Excellent = 10 = 50%	Good= 4 = 20%	Fair= 6=30%	Poor= 0 =0%	0
3	Yes = 20 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 18 = 90%	No = 2 =10%	No Response = 0 = 0%		
5	Yes = 19 = 95%	No = 1 = 5%	No Response = 0 = 0%		

SUMMARY:

Data analysis reveals a successful session, with seventy percent of the respondents indicating that the session, taken in its entirety, contained considerable information of merit (Question 1, TableXIV). Also, seventy percent (70%) of the respondents indicated that stated objectives were met (Question 2, Table XIV).

Respondents were unanimous in the opinion that there existed an atmosphere conducive to open discussion (Question 3, Table XIV). The large majority felt that the material presented during the session was applicable to their present job responsibilities (Question 4, Table XIV).

All but one respondent agreed that the pre-test was interesting and a motivating factor in enhancing the delivery that followed (Question 5, Table XIV).

APPENDIX C

TABLE XV- SEPTEMBER 1, 1971 - GROUP II

TOPIC: IMPROVING YOUR COMMUNICATION SKILLS FOR THE PURPOSE OF RENDERING SERVICES

SPEAKER: CONSTANTINO GHINI, CONSULTANT-TRAINER, PARA-PROFESSIONAL TRAINING PROGRAM

Question	Evaluations				No Respon
1	Excellent = 4 = 36%	Good= 6 = 55%	Fair= 0 =0%	Poor= 0=0%	1 = 9
2	Excellent = 6 = 55%	Good= 4 = 36%	Fair= 0 =0%	Poor= 0=0%	1 = 9
3	Yes = 11 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 11 = 100%	No = 0 = 0%	No Response = 0 = 0%		
5	Yes = 10 = 91%	No = 0 = 0%	No Response = 1 = 9%		

SUMMARY:

Analysis of data reveals another highly successful session, with all of the respondents evaluating the session generally as either excellent or good (Question 1, Table XV).

All respondents indicated that the stated objectives were met (Question 2, Table XV). All agreed that the atmosphere of the session was conducive to open discussion and participation (Question Table XV).

Total accord was indicated by the respondents when quiried about the value of the session as applied to their respective positions (Question 4, Table XV). The pre-test was evaluated as an excellent motivating input for the ensuing delivery (Question 5, Table XV).

APPENDIX C

TABLE XVI - SEPTEMBER 8, 1971

TOPIC: IMPROVING YOUR COMMUNICATION SKILLS FOR THE PURPOSE OF RENDERING SERVICES

SPEAKER: CONSTANTINO GHINI, CONSULTANT-TRAINER, PARA-PROFESSIONAL TRAINING PROGRAM

Question	Evaluations				No Response
1	Excellent = 14 = 70%	Good= 6 =30%	Fair= 0=0%	Poor= 0=0%	0
2	Excellent = 15 = 75%	Good= 5 =25%	Fair= 0=0%	Poor= 0=0%	0
3	Yes = 20 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 20 = 100%	No = 0 = 0%	No Response = 0 = 0%		
5	Yes = 17 = 85%	No = 1 = 5%	No Response = 2 =10%		

SUMMARY:

An analysis of the data reveals that this session was very well accepted by the trainees. In the table, there is only one negative response as opposed to 97 positive ones.

Briefly, all respondents rated the session as generally excellent or good (Question 1, Table XVI). Likewise, everyone concurred that stated objectives had been successfully reached (Question 2, Table XVI). All respondents indicated that they felt free to participate in the session (Question 3, Table XVI).

Everyone agreed that the session covered material relevant to their respective positions (Question 4, Table XVI). All but one of the participants indicated favorable reactions to the pre-test (Question 5, Table XVI).

APPENDIX C

TABLE XVII - SEPTEMBER 15, 1971

TOPIC: IMPROVING YOUR COMMUNICATION SKILLS FOR THE PURPOSE OF RENDERING SERVICES

SPEAKER: CONSTANTINO GHINI, CONSULTANT-TRAINER, PARA-PROFESSIONAL TRAINING PROGRAM

Question	Evaluations				No Respons
1	Excellent = 14 = 67%	Good= 6 =30%	Fair= 1=3%	Poor= 0 =0%	0
2	Excellent = 12 = 57%	Good= 8 =40%	Fair= 1=3%	Poor= 0 =0%	0
3	Yes = 21 = 100%	No = 0 = 0%	No Response = 0 = 0%		
4	Yes = 21 = 100%	No = 0 = 0%	No Response = 0 = 0%		
5	Yes = 21 = 100%	No = 0 = 0%	No Response = 0 = 0%		

SUMMARY:

Analysis of data recorded on evaluation forms and presented in the above table reveals that this session of September 15, 1971, was apparently highly successful.

Roughly ninety-seven percent (97%) of the respondents considered the meeting generally worthwhile and meaningful (Question 1, Table XVII). The same percentage rated stated objectives as having been successfully consummated (Question 2, Table XVII).

According to the data, all participants indicated that they felt free to participate in on-going activities (Question 3, Table XVII). Respondents agreed that the session covered points applying to their respective positions or volunteer assignments (Question 4, Table XVII). Everyone indicated that the pre-test was a motivating factor for the session that followed (Question 5, Table XVII).

APPENDIX D

XYZ

Early in the program, all para-professionals were administered a battery of tests. One of these tests was the XYZ Test, published by Organizational Tests Limited (OTL) of Nova Scotia, Canada.

The XYZ Test is constructed to yield scores that give an account of how one views the basic nature of man. A person's viewpoint on this matter is important should he be involved in a training program that emphasizes personal contact as much as does the Format for Development of In-Service Training for Child Serving Para-Professionals.

The rationale for the utilization of these tests was to obtain a descriptive, objective picture of the participants in order that the curricular inputs could be developed on the appropriate level, and include relevant data. Factor X of the XYZ Test yields a score indicating certain attitudes about the nature of man. Contingent upon the numerical value of the score, one can ascertain the extent to which "Theory X" is accepted by testees as a realistic picture of things as they are.

According to Organizational Tests Limited (OTL), "Theory X" represents the following attitude:

"Man is basically a beast who is best controlled by civilization. He is inherently evil, is driven by his biological impulses; his basic interactional mode is competition."

The tables that follow contain descriptive data relating to the performance of para-professionals on factor X of the XYZ Test.

The following table yields an account of the distribution of scores on this factor. The scores reported in the table are for the total group. According to norms supplied by Organizational Tests Limited (OTL), the average score on this factor of the XYZ test falls between 25-35 points.

Table I:

Range		Number of Scores	Percentage
Very High	(50+)	8	11.1%
High	(36-49)	47	65.3%
Average	(25-35)	15	21.0%
Low	(11-24)	2	2.6%
Very Low	(0 -10)	0	0.0%

SUMMARY OF TABLE I:

The results clearly indicate that a large percentage (76.4%) of the para-professionals concurred with the theory and its implications concerning the nature of man. They ascribed to the notion that man is basically a biological beast driven by competitive urges. The measures taken in the program to amelieorate these attitudes are reported elsewhere in this report.

Table II:

σ =	7.6547
$\bar{x}$ =	40.7977
σ =	standard deviation
$\bar{x}$ =	mean or average score

SUMMARY OF TABLE II:

Significantly, the average score (40.8) is considerably above the normative average. The spread or dispersion of scores as indicated by the standard deviation is great. The scores do not vary to a noteworthy extent, indicating a homogeneous group in terms of acceptance of this theory (Theory X).

At this point, consideration of the performance by para-professionals on factor Y of the XYZ Test is to be rendered.

Factor Y of the XYZ Test yields a score indicating certain attitudes about the nature of man. Contingent upon the numerical value of the score, one can ascertain the extent to which "Theory Y" is accepted by trainees as a realistic picture of things as they are.

According to OTL, "Theory Y" represents the following attitude:

"Man is basically a self-activalizing (sic) person who works best with few controls. He is inherently good, is driven by his humanism; his basic interactional mode is co-operation."

The following table yields an account of the distribution of scores on this factor. The scores reported in the table are for the total group. According to norms supplied by OTL, the average score on this factor of the XYZ test falls between 17-25 points.

Table III:

Range		Number of Scores	Percentage
Very High	(48+)	4	5.6%
High	(26-47)	68	94.4%
Average	(17-25)	0	0.0%
Low	(10-16)	0	0.0%
Very Low	(0 - 9)	0	0.0%

SUMMARY OF TABLE III:

All members of the para-professional population taking the XYZ Test scored either high (94.4%) or very high (5.6%) on factor Y of the test. These scores indicate a prevalent attitude on the part of the testees signifying belief in the premise that the basic interactional mode of man is cooperation as opposed to competition. No one taking the test received less than a "high" rating in this area.

Table IV:

σ = 5.5082
$\bar{x}$ = 38.7191
σ = standard deviation
$\bar{x}$ = mean or average score

SUMMARY OF TABLE IV:

Significantly, the average score (38.7) is considerably above the normative average. The spread or dispersion of scores is not great. Since the scores do not vary to a noteworthy extent, one may assume that the group is homogeneous in terms of its acceptance of this theory (Theory Y).

Factor Z of the XYZ test is the last factor to be considered. This factor also yields a score indicating certain attitudes about the nature of man. Contingent upon the numerical value of the score, one can ascertain the extent to which "Theory Z" is accepted by the para-professionals in the training program.

According to OTA (Organizational Tests Limited), Theory Z represents the following attitude concerning the nature of man:

"Man is basically a rational being open to and controlled by reason. He is inherently neither good nor evil but open to both, is driven by his intellect, his basic interactional mode is interdependence."

The following table (Z-1) yields an account of the distribution of scores on this factor. The scores reported in the table are for the total para-professional group. According to normative information supplied by OTL, the average score on this factor of the XYZ test falls between 29-48.

Table V:

Range	Number of Scores	Percentage
Very High (55+)	8	11.1%
High (49-54)	18	25.0%
Average (29-48)	46	63.9%
Low (12-28)	0	0.0%
Very Low (0-11)	0	0.0%

SUMMARY OF TABLE V:

A significant percentage of the para-professionals taking the Z subtest recorded very high (11.1%) or high (25.0%) scores. Indications are that such scores reveal a tendency to believe that man is driven by his intellect, with his basic interactional mode being interdependence as opposed to either competition or co-operation.

The largest portion of the testees registered "average" scores on this subtest. Sixty-four percent (63.9%) scored in the average range, demonstrating an acceptance of most of the concepts involved in considering man an "inter-dependent" group of creatures. None of the testees scored lower than average on this subtest; i.e., there were no low or very low scores.

The almost total absence of low or very low scores on any of the factors of the XYZ test is encouraging in that it indicates a positive balance of scores for the para-professionals, thereby lessening the amount of time and effort needed to implement measures that would counter negative attitudes. The results of this test (XYZ) were a pleasant surprise.

Table VI:

o = 6.4536
$\overline{x}$ = 46.6067
o = standard deviation
$\bar{x}$ = mean or average score on this factor by the group

SUMMARY OF TABLE VI:

Significantly, the average score by the para-professionals (46.6) falls near the top of the average range of scores established by the normative population. The standard deviation, 6.5, indicates some variation in scores but not enough to consider the group anything but basically homogeneous in their response patterns.

APPENDIX D

Culture Shock Test

Another of the tests administered in the program was the Culture Shock Test, published by Organizational Tests Limited (OTL) of Nova Scotia, Canada.

Briefly, the Culture Shock Test contains factors geared to measure "shock" or intense reaction to exposure to cultural practices at variance with western standards.

The rationale for the utilization of these tests was to obtain a descriptive, objective picture of the participants in order that the curricular inputs could be developed on the appropriate level, and include relevant data.

Each of the tables that follow show data representative of the performance by the para-professional group on the various factors of the Culture Shock Test. Each table is accompanied by a summary describing the "constructs" of the factor and the significance of the scores registered by the para-professionals on the factor.

Culture Shock Test

Table VII:

Factor A:	Western Ethnocentrism
High -	12/72 = 16.7%
Average	48/72 = 58.3%
Low	18/72 = 25.0%

Summary:

A high score on this factor ("A") indicates an acceptance of the "western" value system as appropriate for other parts of the world. Accordingly, a high score also indicates a propensity to shock with respect to persons in other parts of the world who have value systems varying considerably with our own. Notably, seventeen percent of the para-professionals registered high scores. The bulk of the para-professional population (58%) made average scores on this factor (based upon normative figures supplied by OTL). The remaining quarter of the testees made low scores, indicating that they would not suffer culture shock upon exposure to strange value systems. OTL labels this factor as "Western Ethnocentrism."

Culture Shock Test

Table VIII:

Factor B: Experience		
High	- 1/72	= 1.3%
Average	- 12/72	= 16.7%
Low	- 59/72	= 82.0%

Summary:

Scores on this factor indicate the degree of direct experience with people from other countries through working, traveling and conversing. Learned skills such as reading and speaking foreign languages are also measured. A high score would indicate a favorable amount of experience in this area, whereas a low score would indicate difficulties with adjustment to foreign languages, customs, etc. Only 1.3% of the para-professional group registered a high score. 16.7% made average scores, while 82% made low scores, indicating a lack of experience with foreign cultures. (The para-professional scores are categorized here on the basis of normative information supplied by OTL.) This information is valuable in assessing paraprofessional readiness for situations that may involve students from foreign cultures. OTL labels factor B as "Experience."

Culture Shock Test

Table IX:

Factor C:	Cognitive Flex
High	- 7 = 9.5%
Average	- 46 = 63.9%
Low	- 19 = 26.6%

Summary:

Only 9.5% of the trainees scored high on this factor, indicating that only a few maintained an adequate degree of openess to new ideas and beliefs and acceptance of same. 63.9% made scores falling within the average range, while 26.6% registered low scores, indicative of significant coping difficulties in this area. (The foregoing categorization of scores is based upon normative data supplied by OTL, test publishers.) The publishers of the test identify factor C as "Cognitive Flex."

Culture Shock Test

Table X:

Factor D:	Behavioral Flex
High	- 19 = 26.6%
Average	- 40 = 55.4%
Low	- 13 = 18.0%

Summary:

A high score on this factor is representative of a willingness to allow one's own behavior to remain open to change. Over one-fourth of the para-professionals made high scores on factor D. The bulk of scores by the para-professionals fell within the average range. These descriptions are based upon normative data supplied by Organizational Tests Limited, test publishers.

Only eighteen per cent of the para-professionals made low scores on factor D. The publishers of the Culture Shock Test identify factor D as "Behavioral Flex."

Culture Shock Test

Table XI:

Factor E: Cultural Knowledge--Specific			
High	-	10 =	14.0%
Average	-	35 =	48.6%
Low	-	27 =	37.4%

Summary:

A high score on this factor indicates a well developed degree of awareness and understanding of various beliefs and patterns of behavior in specific other countries. Compared to normative data supplied by OTL, test publishers, the para-professionals performed in the following manner: Only fourteen per cent (14%) made high scores, while forty-nine per cent (49%) made average scores and thirty-seven per cent (37%) made low scores. The socio-economic factors governing the lives of the para-professionals might have contributed to their generally poor showing on this factor. This factor is labeled as "Cultural-Knowledge-Specific."

Culture Shock Test

Table XII:

Factor F: Cultural Knowledge-General		
High	- 10 -	14.0%
Average	- 46 -	63.9%
Low	- 16 -	22.1%

Summary:

Scores on this factor indicate the degree of various beliefs and institutions in other cultures. A significant percentage (22.1%) registered low scores on this factor. The majority of scores fell in the average range, while only fourteen per cent made high scores. This performance could conceivably be attributed to the socio-economic restrictions that apply to the lives of most of the para-professionals. This factor has been labeled as "Cultural Knowledge – General" by the test publishers.

Culture Shock Test:

Table XIII:

Factor G: Cultural Behavior - General	
High	- 43 - 59.9%
Average	- 16 - 22.1%
Low	- 13 - 18.0%

Summary:

Almost sixty per cent (60%) of the paraprofessional group made high scores on this factor, indicating a satisfactory or high degree of awareness and understanding of patterns of behavior observed in man. Twenty-two percent made average scores, while only eighteen percent made low scores. The paraprofessional group generally could be said to have excellent awareness of human behavior patterns.

The interpretation rendered here is based upon normative data supplied by Organizational Tests Limited, test publishers. This factor is labeled "Cultural Behavior - General" by OTL.

Culture Shock Test:

Table XIV:

Factor H: Interpersonal Sensitivity		
High	- 51 -	78.3%
Average	- 19 -	20.1%
Low	- 2 -	2.6%

Summary:

The para-professional group generally performed excellently on this factor. Seventy-eight per cent received high scores, indicating a high degree of awareness and understanding of verbal and non-verbal human behavior. Approximately one-fifth of the group made average or satisfactory scores on factor H. Only three per cent made low scores, indicating some dificiency in this area as measured by the test. Organizational Tests Limited, test publishers, label this factor as "Interpersonal Sensitivity."

APPENDIX D

Self-Actualization Test

The Self-Actualization Test is one of a battery of tests administered yearly in the training program. The test employs the basic concepts associated with self-actualization. It attempts to reveal the subject's unfulfilled needs in six areas. The six areas are: physical needs, security needs, relationship needs, respect needs, independence needs and self-actualization needs. The test authors identify the last of these needs (self-actualization) as self-fulfillment.

The rationale for the utilization of these tests at the inception of the training program was to obtain a descriptive, objective picture of the participants in order that the curricular inputs could be developed on the appropriate level and include relevant data.

Each of the tables that follow show data representative of the performance by the para-professionals as a group on the various factors of the Self-Actualization Test. Each table is accompanied by a summary describing the "constructs" of the factor and the significance of the scores registered by the para-professional group on the factor.

Self-Actualization Test

Table XV:

Factor A: Physical Needs	
High	- 8 = 11.1%
Average	- 35 = 48.6%
Low	- 29 = 40.3%

Summary:

Organizational Test Limited, publishers of the Self-Actualization Test, gives the following definition of Factor A, Physical Needs: "Unfulfilled needs concerned with filling biological appetites."

The data shown in the table above reveals that most of the para-professionals taking the test did not register unfulfilled needs concerned with filling biological appetites. Only 11.1% made scores suggesting problems in this area. 48.6% made average scores and 40.3% made low scores, indicating that almost ninety per cent of the testees were not overly concerned with fulfilling biological needs.

Self-Actualization Test:

Table XVI:

Factor B:	Security Needs
High	- 53 - 73.6%
Average	- 15 - 20.8%
Low	- 4 - 5.6%

Summary:

The following definition applies to Factor B, Security Needs: "Unfulfilled needs concerned with maintaining safety and security."

Significantly, almost three-fourths of the para-professionals made high scores on this factor, indicating unfulfilled needs in this area. Almost twenty-one per cent recorded average scores, while only 5.6% registered low scores, showing relative freedom from security and safety fears.

Self-Actualization Test

Table XVII:

Factor C: Relationship Needs	
High	- 0 - 0%
Average	-13 - 18.1%
Low	-59 - 81.9%

Summary:

Amazingly, none of the testees scored high on this factor. A high score here would indicate unfulfilled needs concerned with obtaining love, affection and feeling of belongingness with others. However, none of the para-professionals scored in the "high range" (the high range is based upon normative data supplied by Organizational Tests Limited, publishers of the Self-Actualization Test) and only 18.1% made average scores. Over eighty per cent made low scores, revealing that the vast majority of the para-professionals are having satisfactory, if not excellent, relationships with others in terms of affection, love, etc., as measured by the Self-Actualization Test.

Self-Actualization Test

Table XVIII

Factor D: Respect Needs		
High	- 5 -	7.0%
Average	-32 -	44.4%
Low	35 -	48.6%

Summary:

Very few of the para-professionals scored high on this factor. Only 7.0% made high scores, indicating unfulfilled needs concerned with obtaining self-respect and the esteem of others. Over ninety per cent scored in the average and low range, indicating few concerns about respect needs as measured by this test.

Self-Actualization Test

Table XIX

Factor E: Independence Needs		
High	- 5	- 7.0%
Average	- 47	- 65.3%
Low	- 20	- 27.7%

Summary:

A high score on this factor would indicate unfulfilled needs concerned with obtaining autonomy. Only seven per cent of the group made high scores, indicating that they were having difficulties with autonomy or independence.

The remaining ninety-three per cent obtained scores falling within the average or low range, an indication of freedom from independence needs or difficulties.

Self-Actualization Test:

Table XX:

Factor F:	Self-Actualization Needs
High	- 60 = 83.3%
Average	- 11 = 15.4%
Low	- 1 = 1.3%

Summary:

A very large percentage (83.3%) obtained high scores on this factor, indicating that the large majority of para-professionals have unfulfilled needs concerned with attaining self-fulfillment. Another 15.4% of the group made average scores, whereas only 1.3% recorded a low score indicative of having few difficulties in obtaining self-fulfillment as measured by the Self-Actualization Test.

APPENDIX E

The tables that follow contain information describing pre-test and post-test data for the training program. The XYZ Test and the Self-Actualization Test were used in pre- and post-testing the para-professionals. Each test was administered to the large population of para-professionals. A smaller group was selected for post-testing at the conclusion of the training program. The smaller group is designated by the term "target group." The XYZ Test results are considered first in tabular form accompanied by summative interpretation.

APPENDIX E

TABLE I

Factor or Theory			
Group:	X	Y	Z
Large Population, August, 1971			
Standard Deviation	7.6547	5.5082	6.4536
Mean	40.7977	38.7191	46.6067
Target Population Pre-Test, August, 1971			
Standard Deviation	7.3047	4.2708	5.5098
Mean	36.7692	40.6400	48.7692
Target Population Post-Test, January, 1972			
Standard Deviation	7.8130	4.2286	5.9013
Mean	36.2800	41.1428	48.8846
t-ratio	1.970	1.7151	0.1251

There are several ways of considering the data presented above. The comparative performances of the para-professional group and the normative group may be analyzed. By using this approach, we find that the average score for the normative population falls between 25 to 35 raw score points on factor X of the XYZ Test. Referring to the upper-left corner of the table above, one can readily ascertain that the para-professionals recorded a higher average or mean score of 40.8. This higher score by the para-professionals indicates stronger acceptance of attitudes expressing biological impulses and competitive urges as the primary motivating factors in the interactional mode of the typical person.

Following the "X" column down, the mean or average scores for a selected target group, used for a pre-test/post-test analysis, are revealed. These averages, although also higher than those of the normative population, are noticeably lower, with the post-test average lowest of all. The lower score is considered a positive value on this factor of the XYZ Test.

On the bottom row of the table, there are values labeled as t-ratios. The t-ratio for factor X is 1.970. This figure is not representative of statistical significance. However, the value does indicate a positive direction representing improvement in the scores registered by the para-professionals on this factor.

Factors Y and Z represent positive attitudes, and unlike on factor X, higher scores are representative of more "acceptable" ideas regarding the essential nature of mankind.

On factor Y, the scores for the large population average 38.7. This value is well within the high range for the normative population. Similarly, on factor Z, the para-professionals registered an average score of 46.6. This value falls within the upper limits of high-average scores recorded on the normative population.

On factor Y, the target population had a pre-test average score of 40.6. This average is high, compared with norms, and indicates a strong acceptance of cooperative impulses as the basis for the interactional mode of mankind. The factor Y post-test average is expressed by the value 41.1. Combined with a t-ratio expressive of positive direction in terms of attitudinal changes, these figures are encouraging.

On factor Z, which should be regarded as a theory representing a "realistic" interpretation of the essential characteristics of man's motivational system, the para-professionals improved their performance from pre-test to post-test. The t-ratio, although not statistically significant, indicates a positive trend in attitude change over the course of the training program.

APPENDIX E

SELF-ACTUALIZATION TEST -- Pre-test and Post-test Tables

TABLE II

Factor A - Physical and Biological Needs			
Pre-test		Post-Test	
Mean	9.1	Mean	9.26
Standard Deviation	2.9	Standard Deviation	2.82
t-ratio = 0.810			

As this factor on the Self-Actualization Test measures characteristics that are essentially physical/ biological in nature, it is doubtful whether the purposes of the training program as stated and implemented would conceivably affect such scores, especially over a short period. Therefore, the t-ratio scores revealed no measurable significance in pre-and post-test variation.

APPENDIX E

SELF-ACTUALIZATION TEST -- Pre-test and Post-test Tables

TABLE III

Factor B - Security Needs			
Pre-test		Post-test	
Mean	17.2	Mean	15.5
Standard Deviation	5.2	Standard Deviation	2.7
t-ratio = 2.4			

This factor measures needs concerned with maintaining safety and security. Pre-test figures indicate a mean score of 17.2, with a standard deviation of 5.2. On the post-test given at the end of the training program, the same descriptions were found to be 15.5 and 2.7. The lower mean score indicates general improvement at a significant level, with the standard deviation figures attesting to less variability or range in scores, also an indication of program effectiveness.

When the pre-test scores and the post-test scores were correlated, a t-ratio score of 2.4, significant at the .10 level, was revealed. This value also attests to the effectiveness of the program.

APPENDIX E

SELF-ACTUALIZATION TEST -- Pre-test and Post-test Tables

TABLE IV

Factor C - Relationship Needs			
Pre-test		Post-test	
Mean	9.26	Mean	9.17
Standard Deviation	2.61	Standard Deviation	2.48
	t-ratio = 0.197		

This factor measures characteristics associated with obtaining love, affection, and feelings of belongingness. The mean scores indicate that the para-professionals have few difficulties in this area. Therefore, it was concluded that there was no need to gear curriculum toward this area as there were other concerns revealed on the test which were in stronger need of emphasis. The t-ratio did not reveal statistically significant changes from pre-test to post-test.

APPENDIX E

SELF-ACTUALIZATION TEST -- Pre-test and Post-test Tables

TABLE V

Factor D - Respect Needs			
Pre-test		Post-test	
Mean	6.80	Mean	6.91
Standard Deviation	1.96	Standard Deviation	2.03
t-ratio = 0.1414			

On this factor, which measures characteristics relating to fulfillment of needs concerned with obtaining the self-respect and esteem of others, the trainees had fewer than normally expected difficulties in this area. For this reason, curriculum was not specifically geared toward emphasizing this area. The t-ratio values do not indicate a statistically significant change. However, it is interesting that the t-ratio indicates changes in a positive direction.

APPENDIX E

SELF-ACTUALIZATION TEST -- Pre-test and Post-test Tables

TABLE VI

Factor E - Independence Needs			
Pre-test		Post-test	
Mean	8.68	Mean	8.81
Standard Deviation	2.67	Standard Deviation	2.73
	t-ratio = 1.454		

The mean scores presented above reflect healthy attitudes regarding autonomy. Therefore, the rationale for using this test is again supported. As the test revealed that the para-professionals were not lacking in this area, the area was not emphasized in the training program curriculum. The t-ratio does not reveal statistically significant changes in attitude. It is however, encouraging that there must have been activities intrinsic to the program's curriculum that fostered improvement in this area. This assessment is based upon the general positive direction indicated by the t-ratio value.

APPENDIX E

SELF-ACTUALIZATION TEST -- Pre-test and Post-test Tables

TABLE VII

Factor F- Self-Actualization Needs			
Pre-test		Post-test	
Mean	24.9	Mean	24.2
Standard Deviation	6.7	Standard Deviation	6.41
t-ratio = 0.743			

The para-professionals recorded an average score much higher than that of the normative population. This is an indication of unfulfilled needs concerning attaining self-fulfillment.

APPENDIX F

CITY OF NEW ORLEANS

DEPARTMENT OF WELFARE
PARA-PROFESSIONAL TRAINING PROGRAM
ROOM 8E07 CITY HALL
NEW ORLEANS, LA. 70112

MOON LANDRIEU
MAYOR

MILDRED FOSSIER, M.S.W., A.C.S.W.
DIRECTOR OF WELFARE

June 17, 1971

To Whom It May Concern:

_____, has been authorized to serve on the Visitation Task Force set up by the Para-Professional In-Service Training Program of the Department of Welfare, City of New Orleans. This Task Force will help develop the content of the curriculum as well as assist in the delivery by supplying pamphlets, brochures and other factual information relative to services to children.

Your cooperation is solicited and will be highly appreciated.

Sincerely,

Dolores T. Aaron

Dolores T. Aaron
Project Coordinator

DTA:nd

"An Equal Opportunity Employer"

APPENDIX F

To: All Prospective Participants

From: Dolores T. Aaron, Coordinator

Date: February 16, 1971

RE: Format for Development of In-Service Training for Serving Para-Professionals

You are being considered for further professional training.

In developing the training program we need your cooperation. Please complete the following questionnaire.

IDENTIFICATION DATA

Name of your agency

_____

Name of your supervisor

_____

Age _____ Male __ Female __

Grade completed in school (Circle One)
1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Marital Status: Single __ Married __ Divorced __

How long have you been working for a salary?
___years ___months

How long have you been in this position?
___years ___months

What do you do in this agency?

Is this your only paying job?
__Yes __No

Form #A-3

APPENDIX F

QUESTIONNAIRE DATA

1. What kind of information will help you to better perform your duties?

2. Which of the following areas do you feel should be included in the training program? (Check your choices)

   A. Understanding child behavior _____

   B. Early recognition of delinquency _____

   C. Available places to refer delinquent children _____

3. Would you like to know more about other agency services and job opportunities?

   Yes __ No __

4. Would you accept a certificate of accomplishment at the end of the training program?

   Yes __ No __

Remarks: Suggestions, Questions, Observations

APPENDIX F

M E M O R A N D U M

TO: The Steering and Curriculum Committees, Format for Development of In-Service Training for Child Serving Para and Sub-Professionals

FROM: Dolores T. Aaron, Project Coordinator
Mildred Fossier, Director, Chairman Curriculum Committee
Rev. Ray P. Herbert, Chairman, Steering Committee

DATE: February 26, 1971 - Agency - Division of Foster Care Services
Louisiana Department of Public Welfare

DATE: To Return Questionnaire - March 10, 1971

SUBJECT: Survey to ascertain the specific role played by each agency and to provide for their mutual needs in the shared development of a curriculum.

Q U E S T I O N N A I R E

In preparation for the upcoming programs and in order to utilize our resources most efficiently we will need your help.

Our first and major objective is to have you tell us how you see your agency participating in this program? Another objective is to have you share with us exactly what you think the purpose of our program should be? Finally, we would like to have your impression as to where we are going in the year set aside to carry on this program?

Answers:

#A-1

Should you serve as a consultant, group leader, trainer or trainee your answers will enable us to plan and provide needed facilities and materials.

1. How many participants from your agency will be able to report to the training sessions at one time with the minimum of disruption to the normal routine of the agency?

   (Circle one) 1 2 3 4 5 persons

2. List the names of the five (5) persons selected by your agency to participate in the training program.

   a.
   b.
   c.
   d.
   e.

3. Does this listing include at least one staff representative (supervisor, chief counselor, etc.) who can serve as a liaison person for the agency.

   (Circle one) Yes No

4. Would you be willing to describe your agency to the group pointing out the services, responsibility and the authority of the agency?

   (Circle one) Yes No

5. If yes, please submit a Presentation Outline including visual aids, pamphlets, brochures and facilities needed to deliver it. See attached Outline Guide.

6. How much time will you need to make your presentation?

   (Circle one) 1 hour 2 hours 2½ hours

7. Would your agency be willing to participate in a program of intervisitation among agencies? (Tour of facilities)

   (Circle one) Yes No

8. Would you accept a certificate of accomplishment for your agency and its participants at the end of the training program?

   (Circle one) Yes No

9. Please rate according to importance the following areas of instruction. Use a scale from 1 to 5 with #1 being of greatest importance and #5 the least important. Please circle your choice.

A.	Understanding child behavior	1 2 3 4 5
B.	Early recognition of delinquency	1 2 3 4 5
C.	Increased observation skills	1 2 3 4 5
D.	Increased listening and communications skills	1 2 3 4 5
E.	Increased knowledge regarding available places to refer delinquents	1 2 3 4 5
F.	Increased knowledge regarding other agencies' personnel, authority and facilities	1 2 3 4 5
G.	Increased team problem solving ability	1 2 3 4 5

Format for Development of In-Service Training for Child Serving Para and Sub Professionals

_____

Name of Agency ----------Director

Presentation Outline Guide

I. Presentation. Kindly submit a one or two page outline of the main points that you wish to discuss. What type of presentation will you make? (Check those which apply)

A. Lecture _____
B. Question and Answer _____
C. Group Discussion _____
D. Use of Audio Visuals _____
E. Field Trip _____
F. Other (Please explain) _____

II. Class Arrangement _____ area needed _____

A. Lecture (Formal Setting) _____
B. Discussion group (Informal Setting) _____
C. Size and Number of Rooms _____
D Specific Location Necessary? _____

III. Activities

A. Analysis of Films _____
B. Case Studies _____
C. Role Playing _____
D. Specific Situations _____
E. Other _____

IV. Equipment Needed

A. Projector (Slides, film, film strips)
B. Video Tape, Tape recorders, etc.

Use this line for information _____

V. Support Personnel

A.	Secretarial help	Yes	No.
B.	A trained group leader	Yes	No
C.	Co-presenter	Yes	No
D.	Specific materials	Yes	No
	1.		
	2.		
	3.		

VI. Products

A. Pamphlet _____
B. Text _____
C. Hand Outs _____

Form #A-2

APPENDIX H

FORMAT FOR DEVELOPMENT OF IN-SERVICE TRAINING
FOR CHILD SERVING PARA AND SUB PROFESSIONALS

PARTICIPATING AGENCIES

DIRECTOR/COORDINATOR	AGENCY	TRAINEE TITLE	LEVEL	CONTACT
Olga Jackson	Better Young Men Boy's Club - 5807 N. Galvez	Volunteer Tutor	III	Olga Jackson
Pat Delaune	Caritas 3316 Feliciana	Neighborhood Volunteer	III	Pat Delaune
Guy West	Central City Development Center 1626 Dryades	Volunteer	III	Lois Martin
Abraham Sturgis	Central City YMCA 2222 Dryades	Homestart Aide	III	Ora Proby
Richard Zeilinger	Children's Bureau 535 Gravier			Richard Zeilinger
Dr. Doris Thompson	City Health Dept. 8E13-1300 Perdido	WIN Trainees	III	Allie Mae Williams
Mildred Fossier	City Welfare Dept. 8E07-1300 Perdido	Intake Clerks	III	Mary Jo Laird
Sister Loyola Abraham Sturgis	Desire Neighborhood Development Center 2723 Piety	Homestart Aide	III	Billie Carroll
Duncan W. Waters	Desire Parent Group Edwards Elementary School 3039 Higgins Blvd.	P.T.A. Volunteers	III	Duncan A. Waters
Major August Lang	Juvenile Bureau 715 S. Broad	Juvenile Officer	I	Sgt. Arthur Perrot

DIRECTOR/COORDINATOR	AGENCY	TRAINEE TITLE	LEVEL	CONTACT
William McGuire	Juvenile Probation	Juvenile Probation Officer	I	William McGuire
Dan Williams	Lower 9th Ward Neighborhood Development Center 5430 N. Galvez	Paraprofessional Coordinator	I	Marietta Williams
Sister Loyola	Lower 9th Ward Neighborhood Development Center 2238 Caffin	Homestart Aide	III	Ella Bogan
Dolores T. Aaron	Model Neighborhood	MNA Consultants	III	Dolores T. Aaron Blanceh Thomas Deorsie Smith Deloris Sanchez Bennie Freeman Earl Jourdan Emmit Johnson Olga Jackson Judy Carter Linda Walker Emma Sampson Phillip Harris Lois Martin Delores Hayes Barbara Andrews Curtis VanBuren Melvina Washington Willa M. Dickerson
Sgt. Rinal Martin	New Orleans Police Urban Squad 715 S. Broad	Urban Squad	II	Sgt. Rinal Martin
Walter Mitchell	NYC/YMCA 2222 Dryades	NYC Enrolles	III	Abraham Sturgis

DIRECTOR/COORDINATOR	AGENCY	TRAINEE TITLE	LEVEL	CONTACT
Catherine Oberholtzer	Orleans Division of Foster Care Services 915 Lafayette	Homemaker	III	Geraldine Cooper
Joseph Davis	Phillip's Day Care Center 1914 N. Miro	Child Care Worker	III	Dorine Austin
Rev. Toarimina	St. Phillip the Apostle School 3333 Clouet	Volunteer Teacher Aide	III	Rev. Toarimina
Robert Stuart	Youth Study Center 1100 Milton	Counselor	II	Jimmie Quillens
Dorothy Aramburo	New Orleans Public Schools 703 Carondelet	Aide		Dorothy Aramburo
Rev. J.C. Profit	Stronger Hope Baptist Church 2401 S. Galvez	Child Care Workers	III	Rev. J.C. Profit

APPENDIX G

TEST NORMS

(ISSUE # 1 JULY 1970)

TEST NORMS 80 QUESTION T-F TESTS

TEST / Range / Percentile	0-10 5	11-20 15	21-30 25	31-40 35	41-50 45	51-60 55	61-70 65	71-80 75	81-90 85	91-100 95
COMMUNICATION KNOWLEDGE TEST	60 -	61 - 62	63 - 64	65 - 66	67 - 68	69 - 70	71 - 72	73	74 - 75	76 - 80
INSTRUCTION TECHNIQUES TEST	58 -	59 - 60	61 - 63	64 - 67	68 - 69	70 - 71	72 - 73	74 - 75	76	77 - 80
MANAGEMENT CHANGE INVENTORY	60 -	61 - 62	63 - 64	65 - 66	67 - 68	69 - 70	71 - 73	74 - 75	76 - 77	78 - 80
MANAGEMENT COACHING RELATIONS	60 -	61 - 62	63 - 64	65 - 66	67 - 68	69 - 70	71 - 72	73 - 74	75	76 - 80
MANAGEMENT COMMUNICATION RELATIONS	63 -	64	65	66 - 67	68	69 - 70	71 - 72	73 - 74	75 - 77	78 - 80
MANAGEMENT CONTROL INVENTORY	61 -	62 - 63	64 - 65	66 - 67	68 - 69	70	71 - 72	73	74	75 - 80
MANAGEMENT DISCIPLINARY INVENTORY	60 -	61 - 62	63 - 64	65	66 - 67	68 - 69	70 - 71	72	73	74 - 80
MANAGEMENT HUMAN RELATIONS	50 -	51 - 53	54 - 57	58 - 61	62 - 65	66 - 68	69 - 72	73 - 74	75 - 76	77 - 78
MANAGEMENT INFORMATION TEST	60 -	61 - 62	63 - 64	65 - 66	67 - 68	69 - 70	71 - 73	74 - 75	76 - 77	78 - 80
MANAGEMENT TEST	56 -	57 - 59	60 - 61	62 - 63	64 - 66	67 - 68	69 - 71	72 - 73	74	75 - 80
SUPERVISORY CHANGE RELATIONS	48 -	49 - 50	51 - 53	54 - 56	57 - 58	59 - 60	61 - 64	65 - 68	69 - 75	76 - 80
SUPERVISORY COACHING RELATIONS	48 -	49 - 52	53 - 55	56 - 59	60 - 61	62 - 64	65 - 67	68 - 70	71 - 74	75 - 80
SUPERVISORY COMMUNICATION RELATIONS	50 -	51 - 53	54 - 56	57 - 59	60 - 61	62 - 63	64 - 66	67 - 70	71 - 74	75 - 80
SUPERVISORY HUMAN RELATIONS	48 -	49 - 51	52 - 54	55 - 61	62 - 63	64 - 65	66 - 67	68 - 70	71 - 74	75 - 80
SUPERVISORY JOB CONTROL	52 -	53 - 55	56 - 58	59 - 60	61 - 62	63 - 64	65 - 66	67 - 69	70 - 74	75 - 80
SUPERVISORY JOB DISCIPLINE	47 -	48 - 50	51 - 53	54 - 56	57 - 60	61 - 63	64 - 65	66 - 70	71 - 74	75 - 80
SUPERVISORY JOB INSTRUCTION	49 -	50 - 52	53 - 55	56 - 58	59 - 61	62 - 63	64 - 66	67 - 71	72 - 75	76 - 80
SUPERVISORY JOB METHODS	59 -	60 - 61	62 - 63	64 - 65	66 - 67	68 - 69	70 - 71	72 - 73	74	75 - 80
SUPERVISORY JOB SAFETY	60 -	61 - 62	63 - 64	65 - 66	67 - 68	69	70 - 71	72	73	74 - 80
SUPERVISORY UNION RELATIONS	20 -	21 - 26	27 - 34	35 - 44	45 - 49	50 - 54	55 - 60	61 - 66	67 - 73	74 - 80
UNION MANAGEMENT RELATIONS	15 -	16 - 20	21 - 28	29 - 35	36 - 44	45 - 56	57 - 62	63 - 69	70 - 73	74 - 80

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APPENDIX G

TEST NORMS 8 FACTOR TESTS

(Eight Factor Scores for High - Average - Low)

TEST	Factor Score	A			B			C			D			E			F			G			H		
		H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L
BLUE COLLAR SUPERVISION TEST		7+	4-6	3-	7+	4-6	3-	7+	4-6	3-	7+	4-6	3-	7+	4-6	3-	7+	4-6	3-	7+	4-6	3-	7+	4-6	3-
* CULTURE SHOCK TEST		8+	4-7	3-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-
EMPLOYEE SURVEY		8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-
ORGANIZATION HEALTH SURVEY		7+	4-6	3-	7+	4-6	3-	7+	4-6	3-	8+	5-7	4-	6+	3-5	2-	6+	3-5	2-	7+	4-6	3-	6+	3-5	2-
SUPERVISORY POTENTIAL TEST		8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-
WHITE COLLAR SUPERVISION TEST		8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-	8+	5-7	4-

* The Score on Factor "A" in the Culture Shock Test is interpreted in the opposite way to the other 7 scores. A high score on "A" suggests a propensity to shock while a low score on the others does. Any total score should be based on Factors B-H only.

TEST NORMS 6 FACTOR TESTS

(Six Factor Scores for High - Average - Low)

TEST	Factor Score	A			B			C			D			E			F		
		H	A	L	H	A	L	H	A	L	H	A	L	H	A	L	H	A	L
MANAGERIAL VALUES INVENTORY		20+	10-19	9-	21+	10-20	9-	23+	13-22	12-	18+	12-17	11-	21+	12-20	11-	18+	10-17	9-
SELF ACTUALIZATION TEST		16+	8-15	7-	17+	9-16	8-	20+	13-19	12-	15+	9-14	8-	20+	10-19	9-	20+	10-19	9-

TEST NORMS 3 FACTOR TESTS

(3 Factor Scores for Very High - High - Average - Low - Very Low)

TEST	Factor Score	One					Two					Three				
		VH	H	A	L	VL	VH	H	A	L	VL	VH	H	A	L	VL
X-Y-Z TEST		50+	36-49	25-35	11-24	10-	48+	26-47	17-25	10-16	9-	55+	49-54	29-48	12-28	11-

NO NORMS ARE SUPPLIED FOR

Communication Sensitivity Test
Managerial Semantic Differential
Meeting Styles Test

WARNING

Many Of These Norms Are Based On Restricted Samples. A Revision Will Be Published In Late 1971. Until Then Internal Comparisons Should Be Emphasized.

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